



ILLINOIS STATE  
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## COM 111.02– Communication Theory – 3 hrs.

School of Communication

*Spring 2026 Course Syllabus*

*Meets Tuesday/Thursday 11:00am-12:15pm in Fell 152*

### INSTRUCTOR INFORMATION

**Instructor:** Jenifer Bowman

**E-mail:** [jmbowm2@ilstu.edu](mailto:jmbowm2@ilstu.edu)

**Availability:** I will do my best to respond to emails within 1 business day (M-F/8-5). If you do not receive a response within a couple of days (during the school week), feel free to send a follow-up message. I am also available to meet you virtually by appointment on M/W/F. Your ilstu email (Microsoft Outlook) is the best way to get in touch with me. Please indicate your course/section # in the subject line.

**Office Hours:** Wednesdays 10AM-12PM, Fell 405 or by appointment

*If you wish to request an appointment outside of this window, please contact me by email with a few proposed times that you are available (M, W, F between 8-5). Due to other class constraints, immediately before/following class is not the best time for us to meet.*

### COURSE INFORMATION

**Catalog Description:** Introduces the student to numerous basic communication theories and underlying assumptions of theory building.

### HOW WILL WE LEARN?: COURSE MATERIALS & RESOURCES

#### Online Course Tools



Canvas will be our primary course website. I will post announcements, assignment descriptions and submission links to this site.

**Office 365:** We will utilize several apps in the Microsoft Office 365 suite.



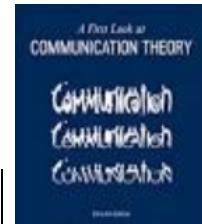
#### Required Course Texts:

Griffin, E., Ledbetter, A., & Sparks, G. (2023). *A First Look at Communication Theory*. McGraw Hill.

11th Edition

ISBN: 9781264296101

\*Please plan to bring a copy of the text (electronic or hard copy) to class each day



### HOW DO I OBTAIN MY MATERIALS?

You may purchase your text at our campus bookstore as well as any online retailer. I usually find it simplest to search by our text's ISBN which is 9781264296101. Please note that it is the *dark blue* cover, the 11<sup>th</sup> ed.

**Course Material Assistance.** If you have concerns about being able to afford the materials for this class, there are several options for you.

- First, talk with your instructor. As early as possible, let your instructor know if the cost of the materials will be a barrier to your success in class. Your instructor will be able to point you to resources that may assist you.
- Check Milner Library. Through Milner Library you can access course materials using their course reserve service. These materials can be used for two-hour time blocks inside Milner Library. You can also [ask a librarian](#) for assistance with this process.
- Contact your academic advisor. Your [advisor](#) is knowledgeable about your academic goals and will assist you in navigating your academic experience.
- Reach out to the Financial Aid office. Make an appointment with a [financial aid counselor](#) and specifically mention you are seeking help paying for course materials. The Financial Aid office can ensure students are using all forms of available aid and will investigate options for students, such as a [Short-Term Emergency Student Loan](#)

## HOW WILL WE LEARN?: COURSE DELIVERY & STRUCTURE

This course will primarily be discussion & activity based. This means that most of your content learning will come from self-study of the textbook and additional materials I will provide you with will be completed at home, before coming to class. During class, you will participate in active learning activities and group work. Learning lesson preparation materials will be posted via Canvas and may contain links to other websites/ readings.

Our class will be meeting in person. You'll want access to your textbook and Canvas starting our first day to be successful in this course. If you are having any difficulty obtaining access to these resources, please reach out ASAP so that we can problem solve together.

## WHAT WILL YOU LEARN?: COURSE LEARNING OUTCOMES

Result from Course	Benefit to You
Articulate communication theories across disciplinary contexts: Interpersonal, Mass, Organizational, Small Group, Intercultural, Rhetorical, and Public Relations	You will learn how various areas of the discipline approach communication theory while being introduced to the important theories of the discipline.
Analyze communication theories for metatheoretical assumptions and implications	You will learn how to evaluate communication theories and better appreciate your own way of seeing the world.
Evaluate the heuristic value and limitations of communication theory in personal, social, and professional contexts	You will learn both the academic and practical ways in which various communication theories are evaluated and deployed in various contexts.
Construct practical solutions to social problems using communication theories as frameworks for problem-solving	You will develop the lifelong skill of using established ways to understand the world to improve your own lived experiences across all facets of your life.

### Additional Positive Outcomes of this Course:

- ❖ You will expand your understanding of how communication can improve the world
- ❖ You will become more comfortable engaging in communication theory
- ❖ You will be introduced to the various fields in the discipline of communication

- ❖ You will improve your critical thinking skills
- ❖ You will improve your analytical (problem-solving) skills
- ❖ You will work with other students in the communication major
- ❖ You will develop skills of information literacy
- ❖ You will succeed!

## Why Theory?

*Now....* Together we'll accomplish the goals (above). After this class you will know more about the 'language' of our discipline (communication), how it's organized, and some of the key theories in various traditions. This will help you to more easily navigate your courses within the School of COM b/c it's like having the drone view of our whole discipline (and your major).

*In 5 years...*

You may have forgotten some of the theory names, but you will know where to find more info about COM theories. More importantly, you'll be able to analyze problems using your COM training as a guide.

*Eventually...*

Think Sandlot throwback...FOR-EV-ERRRR. Like, alter your brain chemistry for all of time. The heart of COM theory will keep on drumming as you approach everyday problems knowing there are tried and true theories you can apply to make more sense of your world. I hope you will better trust your own theories and be able to evaluate those around you as well.

## Units of Study



#### Unit 1: Approaching Theory



#### Unit 2: Interpersonal & Intercultural



#### Unit 3: Approaches to Theory Rhetorical and Persuasive Approaches to Theory



#### Unit 4: Organizational and Small Group Approaches to Theory



#### Unit 5: Mediated and Public Relations

## HOW WILL I KNOW WHAT YOU KNOW?

### **COURSE EVALUATION METHODS & GRADING POLICY**

The following are brief descriptions of the major assignments for this course. Detailed descriptions along with grading rubrics can be found on Canvas.

#### **Grades:**

**GRADING NOTE:** The course instructor only rounds up final grades (XX.5% and higher) for students who submit every assignment and who have missed 3 or fewer classes. Additionally, the instructor reserves the right to adjust the number and point value of assignments. Any changes in valuation will be communicated prior to submission.

Your grades for this course are private and will be posted on Canvas.

A=	90-100%
B=	80- 89%
C=	70- 79%
D=	60- 69%
F=	<60%

## **ASSIGNMENT DESCRIPTIONS**

All assignments are briefly described below. Complete assignment descriptions, course schedule due dates, and grading rubrics **are posted on Canvas. Unless otherwise noted, assignments**

**submitted via Canvas are due on the date shown in the weekly links prior to the start of class.**

**Informal Demonstrations of Knowledge (e.g. 'formative assessment')**

***Theory Discussions (Approx. 20% of grade )***

Beginning in week 5 of our course, you will regularly meet within ReMo (research moment) groups to explain shared problem.

Your 'ticket to enter'/means of obtaining points for these days is a teaching resource submission ~ this could be a completed reading guide/PowerPoint/whatever resource you plan to use to share the theory with your group. Instructions for these submissions will be provided in class/via Canvas. Generally, you must be present to be eligible for points on these days.

***Reflection (Approx. 10% of grade)***

You will have multiple opportunities to reflect on your learning progress throughout the semester. (One reflection per unit). Requests for reflection will typically be through a Canvas 'assignment' depending on our unit of study. Your reflections will speak to two general themes: 1.) "What are your biggest learnings of this unit? And how will you use them?" 2.) "How is class going for you? What works? What could be improved? And what could you be doing to improve your learning?"

***ReMo Preparatory Materials Included ReMo grade***

In preparation of our (group) ReMos there will be several steps to help move you forward in this process- these steps include 'assignments' such as~ bibliography prep, self/group critique, etc.

**Formal Demonstrations of Knowledge (Summative Assessment)**

***Comprehension Check-ins (approx. 15 % of grade)***

These will take place as an online/Canvas quiz. Quizzes will be timed and should not utilize any resources besides your completed reading guide or personal notes from class. These check-ins are to test your individual comprehension and should not be completed with others.

***ReMos (approx. 55% of grade)***

Over the course of the semester, students will have multiple opportunities to demonstrate engagement and knowledge around communication theory. The content of these demonstrations will be connected to the unit within which the demonstration is due. Following the first unit, we will complete these projects in groups, and you will be provided with some time in class to complete the projects (out of class time will also be necessary). Each unit will task the students with answering a question (with additional underlying questions), using a theoretical framework.

We call these demonstrations "ReMos" or Research Moments. The form of the demonstration will vary throughout the course. Students can select a demonstration of knowledge that they deem most appropriate for the selected unit and audience. [Students should not repeat any demonstration of knowledge.] Each ReMo will be added to your group's portfolio. Following the conclusion of your group's last ReMo you will get a ReMo redo~ considering changes you'd like to make to further improve ONE of your ReMo's. We'll discuss your ReMo's further in class. Full assignment descriptions and rubrics can be found on Canvas.

**HOW SHOULD WE CONDUCT OURSELVES? STUDENT BEHAVIOR & WORK HABITS**

**Attendance:**

The principles of my attendance policy consider two things: 1. Safety and 2. Personal Responsibility. In terms of safety, if you demonstrate symptoms of a communicable illness, stay home. Rest is important for your recovery

and isolation from others is essential to your peer's wellbeing. Regarding personal responsibility, it is your task to communicate your absence/return plans clearly and often. It is also your responsibility to acquire necessary information to meet the learning objectives as outlined in the course/complete assignments.

Students are responsible for making arrangements to receive any information from their study partners/group missed in the event of an unavoidable absence.

If you should need to be absent, please:

1. Email me (when possible, in advance) notifying me of the absence.
2. If qualifying (see below)- contact Dean of Students.
3. Review Canvas for that day's assignments (when possible, turn in any assignments due that day).
4. Reach out to individuals in your study group for notes/assignment details.
5. Communicate with me (via email) re. a plan for remediating content/revised due dates.

*If proper absence notification is not provided, your assignment, whether submitted online on time or not may not be counted for credit.*

Be familiar with [which absences are excused under university policy and which are not](#). If absences exceed 3 unexcused absences during the semester, the instructor reserves the right to decline any (online) assignment submitted without attendance on the coinciding due date. If you are unable to attend class for an extended period (3 days) in a way that impedes your ability to participate in a group, arrangements to complete your ReMo independently will be made.

#### **Absence for Bereavement, Active Military Duty, Serious Communicable Disease**

If you need to miss class due to [the loss of a family member](#), active military duty, or [required quarantine/isolation for a serious communicable disease](#), contact the Dean of Students Office to request that a formal excused absence notice be sent to your instructors. The Dean of Students Office can send a courtesy notice to your instructors about other absences, but many other absences (including routine illness for which isolation/quarantine are not indicated) are governed by the absence policy for this course and are not excused under university policy.

#### **Absence for University-Authorized Activity**

If you need to miss class due to a university-authorized activity, as defined by [University policy](#), it is your responsibility to (1) inform instructors of scheduled absences in advance, (2) provide a schedule of all semester absences, as soon as you know, where possible, and, (3) arrange to complete missed class work. Ultimately, it is your responsibility for any material covered in missed class(es).

#### **Late Assignments:**

As a rule, assignments/activities/quizzes on Canvas *will not* be accepted/opened after the communicated close/due date. If extenuating circumstances arise that will prevent timely submission of graded work, students are encouraged to communicate with their instructor prior to the assignment/quiz due date/time on Canvas. Exceptions to this rule will be considered at the instructor's discretion and instances outlined by university 'excused' absence policies. Students must be present in class for online submissions of assignments to be considered for points unless prior arrangements are made.

#### **Grade Discussions:**

I am always willing to discuss students' grades on assignments; however, all students must wait at least **48 hours** after an assignment has been returned before challenging their assignment grade. This allows you to thoroughly read through the feedback given and process why the grade was given based on the criteria for that assignment. To challenge a grade, please prepare a written statement (sent via email) providing support for the grade change using the grading criteria/rubric provided. Note that all evaluation challenges must be received no later than one week after the assignment in question has been returned. Keep in mind that grade discussions should NOT take place before, after, or during class for confidentiality reasons.

#### **Classroom Conduct:**

**Professional Courtesy:** Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. I expect you to

demonstrate these behaviors in this class. With that in mind, sleeping, browsing materials irrelevant to class purposes, texting, or disrupting the class will not be tolerated and will result in the student being considered absent for that particular class period.

**Behavioral Expectation Policy:** Should any student violate the expectations of appropriate classroom behavior (as mentioned in the professional courtesy and presentation etiquette policies above), the instructor will schedule a meeting to discuss these expectations and develop a behavioral modification plan. If these behaviors persist, you will be at risk of failing the course.

**University Behavioral Policy:**

In the classroom and other learning environments, you are expected to conduct yourself in a manner consistent with Illinois State University's [Code of Student Conduct and you should familiarize yourself with the University Classroom Disruption Policy 4.1.17.](#)

Disruptive student conduct is behavior in a classroom or other learning environment (including in person and virtual learning environment in both on and off campus locations) that disrupts the educational process. Examples of disruptive behavior include, but are not limited to, the following:

- threatening, intimidating, or other inappropriate behavior toward the instructor or classmates
- persisting in disruptive personal conversations with other class members
- unreasonable interference with class discussion or activities
- repeated interruptions by electronic devices
- refusing to follow the direction of the instructor or other university official
- leaving and entering class frequently without notifying the instructor of illness or other extenuating circumstances

Students who demonstrate disruptive class behavior may be removed from the classroom for the remainder of that class session and/or may be referred to the Dean of Student Office in accordance with the Student Code of Conduct Policy 4-1-17.

## **TECHNOLOGY REQUIREMENTS & POLICIES**

Most of your assignments will be submitted online via Canvas, so it is essential that you have regular access to a working computer. Your computer must not only be connected to the internet, but it also must have the minimum software and hardware requirements to meet the needs of each assignment. [Computer difficulties are not acceptable excuses for late or incomplete work.](#) Therefore, it is essential that you have a tech failure backup plan and complete assignments in a timely manner in case you need to use your backup plan. In other words, do not procrastinate and wait until the last minute to complete your assignments/activities.

### **Electronics**

- Please bring a computer or smart device (e.g., phone) with you to class, as there will be several times throughout the semester when you are asked to use technology for class-related purposes. However, technology (e.g., phones, computers, etc.) must be put away when not explicitly required during class. Failure to do so will result in you being marked as "absent" for the class period.
- I see a distinction between sending a quick text and scrolling on your phone. If your device becomes a distraction from your engagement in class (to you/others) you will be considered absent and will be required to attend office hours for us to create a plan of action to ensure your success in the course.
- Additionally, please make sure to remove your headphones, earbuds, etc. prior to the start of class. Failure to do so will result in you being marked "absent" for the class period.

**Generative AI:** Students may use generative AI tools to support independent study practices, but content created in whole or in part by AI may not be incorporated into any assigned coursework. AI should not be utilized during comp. Checkins.

In this course, the use of generative AI tools (such as ChatGPT or Adobe Firefly) is not permitted during the completion of any assigned work. Use of a generative AI tool to complete assigned work in whole or in part may be referred under the Code of Student Conduct academic dishonesty provisions for further action by the Dean of Students Office. Students may use generative AI tools to support their independent study of course topics but should do so with the understanding that generative AI tools may not be trustworthy.

### **File Saving/Assignment Format**

Your name must be on all assignment submissions.

All work must be typed, submitted as a PDF, and double-spaced unless otherwise noted. Submissions should follow APA style, have one-inch margins, and use a standard 12-point font (Times New Roman, Calibri, Cambria, Helvetica or Arial). Please proofread your work carefully for spelling or grammatical errors. You will lose points for excessive grammatical or spelling errors. \*Please refer to the resources available on Canvas

## **UNIVERSITY AND COLLEGE SUPPORT/SERVICES**

**Student Access and Accommodation Services:** Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact [Student Access and Accommodation Services](#) at 308 Fell Hall, Office Phone [\(309\) 438-5853](#), Video Phone [\(309\) 319-7682](#) or visit the website at [StudentAccess.IllinoisState.edu](#). Please email to let me know if you are seeking accommodation or have accommodations.

The [Dean of Students Office](#) provides guidance and support in several ways. A [Dean on Duty](#) is available every weekday from 8 a.m. – 4:30 p.m. as a general referral and advice service for questions or concerns about Illinois State students. We encourage all members of our university community to report to the [Redbird Care Team](#) (RCT) student behavior that is significantly out of character, causes alarm, is unhealthy, and/or is potentially dangerous. RCT is a dedicated interdisciplinary group of professionals committed to supporting students' well-being by identifying opportunities to provide and contribute to student success.

### **Mental Health**

Life at college can get very complicated. It's common to face challenges in college, whether they relate to academics, identity, relationships, mental health, or other personal matters. If you're feeling stressed, overwhelmed, anxious, depressed, or simply need someone to talk to, you're not alone—help is available.

[Student Counseling Services \(SCS\)](#) provides FREE and confidential counseling to all students, inclusive of all backgrounds, identities, and experiences. You can visit SCS in person at 320 Student Services Building, make an appointment online through the [Secure Student Health Portal](#), or call (309) 438-3655 to access services. Additional information can be found at [Counseling.IllinoisState.edu](#).

In addition, TimelyCare is a free, 24/7 virtual mental health and well-being platform for ISU students. It offers immediate access to mental health support, including on-demand mental health counseling, scheduled counseling visits, health coaching, and digital self-care. You can access TimelyCare by visiting online at [Counseling.IllinoisState.edu/Services/Timely-Care](#), through the Well-Being page on the ISU mobile app, or by downloading the TimelyCare app.

Please don't hesitate to use these services, and feel free to reach out to your professor if you need help connecting with campus support. Your health and well-being matters.

[Redbird Well](#) is ISU's centralized hub for on-campus well-being and recreation resources, finding help, and getting involved. Through Redbird Well students have access to: information pertaining to scheduling Counseling appointments through Student Counseling Services, virtual counseling through Timely Care, medical appointments with Student Health Services, personal training, wellness coaching, and more.

### **Textbook Assistance**

The following resources may be helpful if you are having difficulty or concern paying for your textbooks:

- Milner Library has purchased thousands of [Electronic Textbooks](#); even more texts are available via [I-Share](#).
- [Course Reserves](#) are options and available in 2-hour time blocks inside Milner Library.
- If Milner or the instructor doesn't have a text, you can [request](#) Milner purchase it.

- The [Financial Aid Office](#) can ensure students who are experiencing financial difficulties are using all forms of available aid that may help them purchase textbooks.
- The peer-to-peer [Student Navigator program](#) can help students navigate these resources and explore/assist if the student is experiencing other basic needs insecurity.
- Milner Library lends [technology devices](#) such as laptops, calculators, microphones, and more.

#### Campus Safety and Security

Illinois State University is committed to maintaining a safe environment for the University community. Please download the [SafeRedbirds app](#), the official safety application for Illinois State University. Students should also consult information posted in each classroom about emergency shelters and evacuation assembly areas (both are indicated on stickers inside every classroom).

#### Student Technology Support

All students are encouraged to take the [Introduction to Technology Quickstart Orientation](#).

Technology support is available to all students, faculty, and staff through the Technology Support Center (TSC). The TSC is available via phone at (309) 438-HELP and via [chat](#) and [webform](#). Hundreds of [Help articles](#) are available for 24/7 support. Walk-up support, as well as computer repair and technology purchases, are available through TechZone on the first floor of the Bone Student Center and [online](#).

Two software packages are available at no additional charge: [Microsoft 365](#) (Word, Excel, PowerPoint, etc.) and [Adobe Creative Cloud](#). Students can install these programs on their personal computers.

Students who do not have access to the technology they need to be successful in their coursework may [request a loaner laptop](#).

#### Student Well-Being

The Student Navigator program is a student-led, peer-to-peer initiative in the Dean of Students Office designed to assist students facing economic hardships and basic needs crises. Referrals are available to resources for food, textbooks, housing, finances, health, and more.

For more information, please visit the following link: <https://deanofstudents.illinoisstate.edu/services/student-navigator/>

#### Academic Help

As your instructor I want to partner with you to help you achieve your personal academic goals. I am glad to set up zoom meetings or answer course related questions via email. Additional services (tutoring, academic coaching, workshops) are available through the [Julia N. Visor Academic Center](#). In addition, Free peer tutoring is available for math, writing, and everything in between. All ISU tutoring opportunities are now conveniently located on one centralized [website](#).

## UNIVERSITY AND COLLEGE POLICIES

### ***Notice that Instructor may record class session***

This is notice that your instructor may record class sessions. Recordings made available at the discretion of the instructor are for use only by students enrolled in the class and only for the purpose of individual or group study. The recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to publicly accessible web environments. Please do not independently record the course without prior written authorization from the instructor or an approved accommodation from [Student Access and Accommodations Services](#).

### ***Regarding students making their own recordings or photographs***

#### **Student recording prohibited**

Students may not use phones, or other audio or video recording devices to record classroom lectures/class discussions or to take photographs except with an approved accommodation from [Student Access and Accommodations Services](#). Violation of this classroom rule may result in referral to the Student Conduct and Community Responsibilities (SCCR) office for disciplinary action.

#### **Permission required to record**

Students who wish to use phones or other audio or video devices to record classroom lectures/discussions or take photographs must obtain written permission from the instructor except with an approved accommodation from [Student Access and Accommodations Services](#). Approved recordings are to be used solely for the purposes of individual or group study with other students enrolled in the class. They may not be reproduced, shared with those not enrolled in the class, or uploaded to publicly accessible web environments. Violation of this classroom rule may result in referral to the Student Conduct and Community Responsibilities (SCCR) office for disciplinary action.

#### **Withdrawal from this class/University**

Illinois State administrators and faculty strongly advise students to complete all courses in which they enroll. Students are encouraged to consider withdrawing from courses after the program change period only after they have exhausted all other options. Students are encouraged to speak with their academic advisor or the Dean of Students office before withdrawing from a class or classes. A description of policies related to course withdrawal can be found here: <https://policy.illinoisstate.edu/students/2-1-14.shtml>

**Academic Integrity:** You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the [Code of Student Conduct](#) and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism. For independent assignments, you are expected to demonstrate your knowledge, not an online resource or peers. For this reason, actions such as sharing quiz content, utilization of online 'study tools,' claiming another person's reading guide notes as your own (for assignment submissions), etc. will be considered a violation of academic integrity and a grade penalty may be applied.

Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper attribution or authorization is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible.

Any allegation of academic dishonesty may be referred to [Student Conduct and Community Responsibilities](#), a unit of the Dean of Students Office for possible review. If found responsible for academic dishonesty, a grade penalty can also be applied.

Students found to inadvertently commit acts of dishonesty will receive appropriate penalties specific to the assignment in question. Students found to commit intentional acts of dishonesty will receive a failing grade on the assignment or course (at the instructor's discretion) and will be referred for appropriate disciplinary action through Student Conduct and Conflict Resolution Office.

**Mandated Reporter/Title IX Disclosure:** Please note that I am legally obligated to report crimes (present or historical) related to violence (sexual/physical) and child abuse/neglect. Thus, any disclosures you make pertaining to events/crimes (as a victim or perpetrator) through class discussion, assignments, etc. will be reported to appropriate campus personnel in keeping with federal law. For more details please visit: <https://equalopportunity.illinoisstate.edu/mandatory-reporting/>

Illinois State University's Title IX Coordinator is available to assist students with facilitating supportive measures and to discuss options as a result of sexual assault, intimate partner violence, or stalking. All ISU faculty and staff are responsible for reporting disclosures of these crimes to the Title IX Coordinator, so that the student may be contacted about their rights and resources available to them. The Title IX Coordinator can be reached in the Office of Equal Opportunity and Access at (309) 438-3383, [EqualOpportunity@IllinoisState.edu](mailto:EqualOpportunity@IllinoisState.edu), or by mail at Campus Box 1280, Normal, IL 61790-1280. More information is available 24/7 at [TitleIX.IllinoisState.edu](http://TitleIX.IllinoisState.edu).

- **Thanks to Bryan Asbury, LeeAnne Hale and Jodi Hallston for collaborating on many of the shared syllabus statements and course structure.**

**\*\*\*Special Note:** The instructor reserves the right to make modifications to the rules, regulations, and schedule of this course. This includes an individual written contract with students as described above. The instructor maintains the authority to revise and adapt these assignments and accompanying points, due dates, and scoring procedures as needed based on formative assessment.

# Tentative Course Schedule

**Topics/readings/assessments below are subject to change.** Please refer to the WEEKLY LINKS in Canvas as our schedule may change throughout the semester. These changes will be communicated explicitly via class/Canvas weekly links (e.g. changes will NOT be updated on the syllabus)

- Unless indicated via Canvas, assignments are due before the start of class. Comp. check-in's are due before the start of class- the day we are discussing that content. Assignments are individual submissions unless indicated here/Canvas.
- TDP= Theory Discussion Preparation Assignment.

Week	Date	Topic	Reading (Complete BEFORE class)	Assignments Due
1	1/13	Orientation to the Course		
	1/15	Meta Theory: Defining Terms and Uncertainty Reduction Theory	Ch. 1, Browse Ch. 9	
2	1/20	Meta Theory: Objective/Interpretive approaches	Ch. 2	<ul style="list-style-type: none"> <li>○ Ch. 2 Comp. ✓ due</li> </ul>
	1/22	Meta Theory Review		<ul style="list-style-type: none"> <li>○ Read ReMo 1 assignment</li> </ul>
3	1/27	Meta Theory: Mapping The Traditions	Ch. 4	<ul style="list-style-type: none"> <li>○ W3 Application Activity Due</li> <li>○ Ch. 4 Comp. ✓ due</li> </ul>
	1/29	Meta Theory: Evaluating Theories	Ch. 3, Browse ch. 11	<ul style="list-style-type: none"> <li>○ Ch. 3 Comp. ✓ due</li> </ul>
4	2/3	ReMo 1 Workshop	Chapters 1-4	<i>Bring laptops, ReMos, questions</i>
	2/5	ReMo 1 Presentations		<ul style="list-style-type: none"> <li>○ ReMo 1 Due</li> <li>○ Group Requests Due</li> </ul>
5	2/10	Intro to ReMo GROUPS		ReMo Group Norms Due
	2/12	Interpersonal Theories: Discussion Day	pp. 55, 94, 134 Select 1: Chapters 5-8	<ul style="list-style-type: none"> <li>○ TDP: Interpersonal 1 Due</li> <li>○ Interpersonal Theories Comp. ✓ due</li> </ul>
6	2/17	Interpersonal Theories: Discussion and Evaluation Day	Select 1: Chapters 9-13	<ul style="list-style-type: none"> <li>○ TDP: Interpersonal 2 Due</li> <li>○ Interpersonal Theory Evaluation Due (Group)</li> </ul>
	2/19	Intercultural Theories: Discussion Day	p. 327 Select 1: Chapters 25-30	<ul style="list-style-type: none"> <li>○ TDP: Intercultural Due</li> <li>○ Intercultural Theories Comp. ✓ due</li> </ul>
7	2/24	Intercultural Theories: Discussion and Evaluation Day		<ul style="list-style-type: none"> <li>○ Intercultural Theory Evaluation Due (Group)</li> <li>○ ReMo 2 Proposal Due (Group)</li> </ul>

	2/26	ReMo 2 Workshop		<ul style="list-style-type: none"> <li><input type="checkbox"/> ReMo 2 References Due</li> <li><input type="checkbox"/> Upload Group Form</li> <li><input type="checkbox"/> Send out Ind. Form</li> </ul>
8	3/3	ReMo 2 Presentations		<ul style="list-style-type: none"> <li><input type="checkbox"/> All ReMo materials due before class (Group)</li> <li><input type="checkbox"/> ReMo 2 Self Eval Due</li> </ul>
	3/5	ReMo 2 Reflection/Portfolio Day	pp. 301-311	<ul style="list-style-type: none"> <li><input type="checkbox"/> ReMo 2 Group Eval Due</li> <li><input type="checkbox"/> Select Portfolio Site (Group)</li> </ul>
9	3/10	Spring Break: NO CLASS		
	3/12			
10	3/17	Rhetorical Theories: Discussion and Evaluation Day	pp. 179-218 Select 1: Chapters 14-19	<ul style="list-style-type: none"> <li><input type="checkbox"/> TDP: Rhetorical Theories</li> <li><input type="checkbox"/> Rhetorical Theories Comp. ✓ due</li> </ul>
	3/19	Group Theories: Discussion and Evaluation Day	p. 256, Select 1: Chapters 20-21	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group Theories Comp. ✓ due</li> </ul>
11	3/24	ReMo 3 Workshop-Out of class		<ul style="list-style-type: none"> <li><input type="checkbox"/> Group Proposal Due</li> <li><input type="checkbox"/> Upload Group Feedback Form</li> <li><input type="checkbox"/> Send out Ind. Form</li> </ul>
	3/26	ReMo 3 Workshop		<ul style="list-style-type: none"> <li><input type="checkbox"/> Ind. References Due</li> </ul>
12	3/31	ReMo 3 Presentation Day		<ul style="list-style-type: none"> <li><input type="checkbox"/> All ReMo materials due before class (Group)</li> <li><input type="checkbox"/> ReMo 2 Self Eval Due</li> </ul>
	4/2	ReMo 3 Reflection Day +Introduce Media Theories		<ul style="list-style-type: none"> <li><input type="checkbox"/> Assign Media Theories</li> <li><input type="checkbox"/> Individual Reflection Due Before Class</li> <li><input type="checkbox"/> Group reflection due 11:5</li> </ul>
13	4/6	Media Theories: Discussion and Evaluation Day 1	p. 412 Select 1: Chapters 31-34	<ul style="list-style-type: none"> <li><input type="checkbox"/> TDP: Media D1 Due</li> <li><input type="checkbox"/> Media Theories Comp. ✓ due</li> </ul>
	4/9	Media Theories: Discussion and Evaluation Day 2	p. 465 Chapters 35-37	<ul style="list-style-type: none"> <li><input type="checkbox"/> TDP: Media D2 Due</li> </ul>
14	4/14	Organizational Theories: Discussion and Evaluation Day	p. 286 Select 1: Chapters 22-24	<ul style="list-style-type: none"> <li><input type="checkbox"/> Org. Theories Comp. ✓ due</li> <li><input type="checkbox"/></li> </ul>
	4/16	ReMo 4 Workshop		<ul style="list-style-type: none"> <li><input type="checkbox"/> Ind. References Due</li> <li><input type="checkbox"/> Upload Group Form</li> <li><input type="checkbox"/> Send out Ind. Form</li> </ul>
	4/21	ReMo 4: Presentations		
	4/23	ReMo review/Portfolio Intro		
15	4/28	Portfolio Workday		
	4/30	Portfolio Presentations		
16	<b>Finals TBA (12/8-12/11): Anonymous Course Eval and Course Reflection letter due</b>			

