CLAS C&C

3.24.2020

Chair: Pamela Bedore

Agenda Part 3: Additional Materials

**From Agenda Part 1**

**Exciting New Business (please review carefully)**

**New Courses**

**2020-91 AAAS/HIST 2010 Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14414 |
| **Request Proposer** | Simpson |
| **Course Title** | The Pacific in World History |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > History > AAAS > Return > History > AAAS > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | AAAS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | AAAS |
| **Reason for Cross Listing** | Content, method and geographic coverage fall under both History and AAAS. |
| **Course Title** | The Pacific in World History |
| **Course Number** | 2101 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Bradley R Simpson |
| **Initiator Department** | History |
| **Initiator NetId** | brs12013 |
| **Initiator Email** | [bradley.simpson@uconn.edu](mailto:bradley.simpson@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area C: History |
| **General Education Competency** |  |
| **Environmental Literacy** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture, discussion, and writing. |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | History 1201, History 2100 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** |  |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | HIST 2101. The Pacific in World History  (also offered as AAAS 2101)  Three credits. Recommended preparation: HIST 1201 and 2100. Not offered for credit to students who have passed HIST 3098 when offered as “The Pacific in World History.”  The Pacific Ocean as a lens for thinking about modern history. Topics include: the flow of people, ideas, goods, nature (whales! Bird guano!) and technology among the nations and peoples of the Pacific World; and the impact of colonialism, war, decolonization, and the Cold War on the history of the region and the fortunes of indigenous peoples. Sources include scholarly works, government documents, diaries, and literature. CA1-C. CA4-INT. |
| **Reason for the course action** | This is a course I have previously taught as a 3098 special topics course. I plan on offering this course on an annual basis, and so want to give it a permanent course number. After discussing with Chair of History Department and Chair of AAAS have decided to offer as an introductory survey course that could meet General Education requirements. This is a HIST course, but content and geographic coverage also place it within AAAS. |
| **Specify effect on other departments and overlap with existing courses** | There is some conceptual overlap with AAAS 2201 Introduction to Asian American Studies, and some geographic overlap in a small part of the course, but the content is very . The goal is to provide a bridge course for students interested in both Asian Studies and Asian American Studies. |
| **Please provide a brief description of course goals and learning objectives** | Course Goals: This course will employ a wide range of sources – from scholarly works to government documents, movies, art, diaries and literature – to illuminate the history of the Pacific and its centrality to understanding the modern world. Students will read across a number of different disciplines, including history, indigenous studies, and anthropology, to see how scholars have approached the study of the Pacific as a world region. Learning objectives: 1. Analyze major themes and dynamics in the emergence of the field of Pacific History since 1873, such as the flow of goods and ideas migration, exploration and imperialism, decolonization, the environment, and their impact on indigenous peoples. 2. Recognize and describe the different forms of historical logic and reasoning (deductive vs inductive, observed vs inferred evidence, agreement and disagreement in belief and attitude) employed by historians. 3. Observe and identify the arguments employed by historians in a scholarly text, and compare and contrast the arguments (both in terms of evidence and reasoning) of several authors writing on the same subject. 4. Recognize and analyze the different types of textual, visual, audio physical evidence (such as documents, diaries, photos, cartoons, art, songs, maps, material culture, and statistical data) used by historians to make and support their arguments. |
| **Describe course assessments** | This will be a lecture and discussion-based class. To meet the promises of the course students will engage in weekly discussion of course readings and sources (est. 50-75 pp per week) and write several short papers and one term paper. In the short papers, students will provide critical assessment of the readings and sources for three weeks of the class. The term paper will be a historiographical essay on a topic of student choice in Pacific history, broadly conceived. |
| **General Education Goals** | This course meets overall Gen Ed goals by providing students with an opportunity to explore the diversity of human culture and experience of the peoples of the Pacific World in the modern era, and to explore the methods by which historians have sought to pose, research, and answer questions about the Pacific as a world historical region. It will also help students to see some of the ways that the flow of peoples, goods, and ideas within and across the Pacific shape the contemporary world. |
| **Content Area: Arts and Humanities** | This course meets content area 1 by engaging in historical exploration of the Pacific world and its peoples, and various dynamics and themes through which historians have sought to understand it as a coherent geographic region. It will spend significant time engaging with the history of the indigenous peoples of the Pacific and their conceptions of time, history, geography, economics, and politics. |
| **Content Area: Diversity and Multiculturalism (International)** | This course will provide international perspective through historical exploration of the Pacific Ocean and the countries and peoples who live in and around it. The Pacific Ocean forms the world’s largest feature and has arguably its most expansive and diverse history. It covers a third of the earth’s surface (63 million square miles), more than the entire land–area of the globe. Humans have inhabited it for over 40,000 years and one–third of humanity lives on its shores and islands. This course will engage in comparative analysis by exploring the cultural and social worlds of the region's indigenous peoples, as well as the migration of peoples as a core dynamic of its history. It will also explore the ways that the region's peoples, geography, and environments have been transformed by exploration, empire, decolonization, and incorporation into the world economy. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [The Pacific in World History.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F166736&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce341b5d6aa7444bac82108d7c169f9e7%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637190533223798998&sdata=Q5lheh2hfE2TTMxUjc63lmtmeGhzRmYNtahHbCwLwIc%3D&reserved=0) | The Pacific in World History.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Bradley R Simpson | 11/26/2019 - 16:58 | Submit |  | N/A | | History | Matthew G McKenzie | 03/05/2020 - 08:32 | Approve | 3/5/2020 | Approved as per History Departmental C&C business protocol | | AAAS | Cheryl D Galli | 03/05/2020 - 10:05 | Return | 3/5/2020 | Returning for Cheryl Galli to remove UNIV designation and correct workflow. | | Return | Cheryl D Galli | 03/05/2020 - 10:06 | Resubmit |  | Removed INTD designation | | History | Cheryl D Galli | 03/05/2020 - 10:08 | Approve | 3/5/2020 | See M. McKenzie approval above. | | AAAS | Jason Chang | 03/05/2020 - 10:29 | Approve | 3/5/2020 | Approved as course to be included in plan of study for Asian Studies and Asian American Studies minor degrees. | |

The Pacific in World History

HIST 3098 - 005   Variable Topics

AASI 3998 - 003   Variable Topics

MoWe 3:30-4:45

Brad Simpson, PhD

213 Wood Hall, [Bradley.simpson@uconn.edu](mailto:Bradley.simpson@uconn.edu)

Office Hours, M-W, 3-4pm

**Overview:**

This seminar will use the Pacific Ocean as a lens for thinking about modern history. We will explore the flow of people, ideas, goods, nature and technology, among much else, among the nations and peoples of the Pacific World.  We will examine the impact of colonialism, war, decolonization and the Cold War on the history of the region, as well as the ways that these dynamics intersected with the fortunes of indigenous peoples.  We will employ a wide range of sources – from scholarly works to government documents, diaries and literature – to illuminate the history of this dynamic and vital region.

The Pacific Ocean forms the world’s largest feature and has arguably its most

expansive and diverse history. It covers a third of the earth’s surface (63 million square

miles), more than the entire land–area of the globe. Humans have inhabited it for over

40,000 years and one–third of humanity lives on its shores and islands. Many rich and

well–developed fields cover its history, among them the histories of Pacific Islanders, of

Asian and European migration and empire, of settler societies from Russia to New

Zealand, of both the North and the South Pacifics, and of the Pacific Rim. Few attempts

have been made to bring these fields together to see the Pacific as a whole, but a new

historiography is beginning to emerge which attempts a pan–Pacific perspective.

The class is aimed at anyone with interests in Russia, Asia, North America,

the Pacific Islands, South America, and Australasia, as well as those interested in

oceanic, transnational, and global history. By reading across these fields, as well as by

engaging with some of the most innovative and challenging recent studies that propose a

pan–Pacific vision, participants will be on the cutting–edge of an expanding and exciting

area of current historical work.

**Books and such to purchase:**

*Pacific Worlds: A History of Seas, Peoples, and Cultures*, Matt Matsuda

*The Great Ocean: Pacific Worlds from Captain Cook to the Gold Rush*, by [David Igler](http://www.amazon.com/David-Igler/e/B001HOV868/ref=dp_byline_cont_book_1)

*Pacific Histories: Ocean, Land, People*, by [David Armitage](http://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=David+Armitage&search-alias=books&text=David+Armitage&sort=relevancerank) (Editor), [Alison Bashford](http://www.amazon.com/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=Alison+Bashford&search-alias=books&text=Alison+Bashford&sort=relevancerank) (Editor)

All other sources (documents, book excerpts, etc.) will be listed on the Husky CT site for the course.

**Student expectations and responsibilities**

**Learning Opportunities:**

This will be a discussion-based class. To meet the promises of the course you will engage in weekly discussion of course readings and write several short papers and one term paper. Much of the exploring we do in this course will take the form of discussion. Class participants will be responsible for coming to class prepared to discuss each week’s readings and engage in conversation with colleagues.

In the short papers, each of you will provide critical assessment of the readings in three weeks of the class. (The relevant weeks are asterisked and you will submit your papers at the beginning of each class.) The purpose here is \*NOT\* to merely summarize the readings. It is think about them as a group and about the way they engage with the questions we are considering for that week. It is also to begin thinking about historical method. What kinds of questions do the authors ask? How do they go about answering them, and using what kind of evidence? What arguments do they make, and what conclusions do they come to? Finally, what do these readings collectively help us to see about the theme or issues explored that week?

The long paper will be a historiographical essay on a topic of your choice in Pacific history, broadly conceived. You should begin thinking about a subject for this paper early in the semester and discuss it with me as soon as possible. You will then write a brief statement (1-2 pages) of your theme, accompanied by a full bibliography (up to five books, or the equivalent number of articles). Full requirements for the final paper will be detailed soon. Here I will simply suggest that you work steadily throughout the semester on committing your thoughts to writing. Your paper is the centerpiece of this course and it is expected to be a polished piece of work, so please DO NOT leave it to the last minute!

**Statement on Collaboration**

Discussion and the exchange of ideas are essential to academic work. For

assignments in this course, you are encouraged to consult with your classmates on the

choice of paper topics and to share sources. You may find it useful to discuss your chosen

topic with your peers, particularly if you are working on the same topic as a classmate.

However, you should ensure that any written work you submit for evaluation is the result

of your own research and writing and that it reflects your own approach to the topic. You

must also adhere to standard citation practices in this discipline and properly cite any

books, articles, websites, etc. that have helped you with your work.

**Evaluation:**

The final grade will assess students’ ability--as reflected in written and oral work--to draw and defend historical conclusions, to think historically, and to apply that thinking to the issues raised in the course, as well as to their own writing. This will break down roughly along these lines:

Participation 35%

Short papers (2–3 pages; 3 x 10%) 30%

Final paper (10-12 pages, due 5 pm, December 14) 35%

**Schedule:**

**1 August 31-Sept 4 Why Oceans?**

*Why study oceans, rather than other historical units? What models are available for*

*studying the history of an ocean? Do those models differ from ocean to ocean? Can the*

*Pacific Ocean be studied in the same way as the Atlantic, for instance?*

Jerry H. Bentley, ‘Sea and Ocean Basins as Frameworks of Historical Analysis’,

*Geographical Review* 89 (1999), 215–24.

Kären Wigen, ‘Introduction’, ‘*AHR* Forum: Oceans of History’, *American Historical*

*Review* 111 (2006), 717–21.

Matt K. Matsuda, ‘The Pacific’, ‘*AHR* Forum: Oceans of History’, *American Historical*

*Review* 111 (2006), 758–80.

**\*2 September 7-11: The Pacific: What and Where?**

*How are oceans imagined? How do those imaginings change over time? Are they natural features or human constructions? What are the broad outlines of human history in and of the Pacific? Does the Pacific have a non-human history?*

*Please look at: http://www.transpacificproject.com/index.php/maps/*

David Igler, The Great Ocean: Pacific Worlds from Captain Cook to the Gold Rush, 1-17

Armitage, “[The Pacific and its Histories](http://scholar.harvard.edu/armitage/publications/introduction-pacific-and-its-histories)”. In Pacific Histories: Ocean, Land, People, p. 1-28.

[Katrina Gulliver, "Finding the Pacific World," Journal of World History, Vol. 22, No. 1 (2011)](http://lmu-munich.academia.edu/KatrinaGulliver/Papers/180318/Finding_the_Pacific_World)

O. H. K. Spate, ‘“South Sea” to “Pacific Ocean”: A Note on Nomenclature’, *Journal of*

*Pacific History* 12 (1977), 205**–**11.

J. R. McNeill, ‘Of Rats and Men: A Synoptic Environmental History of the Island

Pacific’, *Journal of World History* 5 (1994), 299–349.

**\*3 Sept 14-18: The US as a Pacific Nation**

*Is the United States a ‘Pacific nation’? What role has the Pacific Ocean played in the national imagination? In literature, art and politics?*

David Igler, *The Great Ocean: Pacific Worlds from Captain Cook to the Gold Rush*, 17-43.

Bruce Cumings, *Dominion from Sea to Sea: Pacific Ascendancy and American Power*

(New Haven, 2009), pp. 3–40.

Melville on South Pacific - http://etc.usf.edu/lit2go/42/moby-dick/792/chapter-111-the-pacific/

South Pacific (film)

**\*4 September 21-25:****Whose Pacific?**

*Who has the best claim to write the history of the Pacific? How does the Pacific look*

*from different vantage-points around its edges and from the islands within it? If different*

*groups of humans can claim the Pacific as their own, what about the animals that also*

*inhabit the ocean?*

Epeli Hau‘ofa, ‘Our Sea of Islands’ in Eric Waddell, Vijay Naidu, and Epeli Hau‘ofa,

eds., A *New Oceania: Rediscovering Our Sea of Islands* (Suva, Fiji, 1993), pp. 2-16.

Ben Finney, ‘The Other One–Third of the Globe’, *Journal of World History* 5 (1994),

273–97.

Marcia Yonemoto, ‘Maps and Metaphors of the “Small Eastern Sea” in Tokugawa

Japan’, *Geographical Review* 89 (1999), 169–87.

Bronwen Douglas, ‘*Terra Australis* to Oceania: Racial Geography in the “Fifth Part of

the World”’, *Journal of Pacific History* 45 (2010), 179–210.

Ryan T. Jones, ‘Running into Whales: The Ocean in Pacific History’, *American*

*Historical Review*

**\*5 September 28 – October 2: Pacific Navigation**

*How was the Pacific first travelled, explored, and peopled? Who were the first*

*navigators? When and where did they move and settle? What techniques did they use to navigate? How do we now know about them? And what do we know about them?*

Matt Matsuda, *Pacific Worlds*, pp. 1–63.

Ann Gibbons, ‘The Peopling of the Pacific’, *Science* 291, 5509 (2 March 2001), 1735–

37.

Damon Salesa, ‘The Pacific in Indigenous Time’, in Armitage and Bashford, eds., *Pacific Histories,*

Movie: *Sacred Vessels: Navigating Tradition and Identity in Micronesia* (1997):

YouTube.

**\*6 October 5-9: The European Discovery of the Pacific**

*In what sense was the Pacific a ‘new world’ to European visitors? What visions did they*

*have of the region and its peoples in the eighteenth century? What part did the Pacific*

*play in forming conceptions of race, savagery, and ‘civilisation’? How was the Pacific*

*imagined visually as well as verbally?*

Matt Matsuda, *Pacific Worlds*, pp. 64–87, 113–43, 161–76.

Bronwen Douglas, ‘Seaborne Ethnography and the Natural History of Man’, *Journal of*

*Pacific History* 38 (2003), 3–27.

David Igler, “Disease, Sex and Depopulation,” *The Great Ocean: Pacific Worlds from Captain Cook to the Gold Rush*, 43-70

*Histories*.

Joyce E. Chaplin, ‘The Pacific before Empire’, in Armitage and Bashford, eds., *Pacific*

*Histories*.

**\*7 October 12-16: The Pacific Laboratory**

*What contribution has the Pacific made to the history of science? What were the*

*scientific motivations behind European exploration in the eighteenth and nineteenth*

*centuries? How has the Pacific been a testing-ground for the sciences from the age of*

*Enlightenment to the Nuclear Age?*

Rob Iliffe, ‘Science and Voyages of Discovery’, in Roy Porter, ed., *The Cambridge*

*History of Science*, IV: *Eighteenth–Century Science* (Cambridge, 2003), pp. 618**–**45.

Richard Sorrenson, ‘The Ship as a Scientific Instrument in the Eighteenth Century’,

*Osiris*, 2nd ser. 110 (1996), 221–36.

E. Alison Kay, ‘Darwin’s Biogeography and the Oceanic Islands of the Central Pacific,

1859–1909’, in Roy Macleod and Philip F. Rehbock, eds., *Darwin’s Laboratory:*

*Evolutionary Theory and Natural History in the Pacific* (Honolulu, 1994), pp. 49–69.

Stewart Firth and Karin von Strokirch, ‘A Nuclear Pacific’, in Donald Denoon, ed., *The*

*Cambridge History of the Pacific Islanders* (Cambridge, 1997), pp. 324–58.

Sujit Sivasundaram, ‘Science’, in Armitage and Bashford, eds., *Pacific Histories*.

David Igler, “Naturalists and natives in the Great Ocean,” in *The Great Ocean: Pacific Worlds from Captain Cook to the Gold Rush*, 129-154

**\*8 October 19-23: The Pacific in the Age of Empire**

*How can Pacific history be written to give agency to all the actors who took part in it?*

*What was the nature of the interactions between indigenous peoples and Europeans?*

*How were those interactions shaped by religion, commerce, and warfare? How did the*

*Pacific become a battleground for the competition of European empires as well as*

*indigenous polities?*

Nicholas Thomas, ‘The Pacific in the Age of Empire’, in Armitage and Bashford, eds.,

*Pacific Histories*.

David Igler, “Assembling the Pacific,” in The Great Ocean: Pacific Worlds from Captain Cook to the Gold Rush, 155-179

Matt Matsuda, *Pacific Worlds, 197-216, 233-256*

**\*9 October 26-30: Whales, Fish and Guano – the Pacific Environment**

Ryan T. Jones, ‘The Environment’, in Armitage and Bashford, eds., *Pacific Histories*

David Igler, The Great Ocean: Pacific Worlds from Captain Cook to the Gold Rush, 99-128.

Matt Matsuda, *Pacific Worlds, 216-233*

**To Watch**: WGBH American Experience | PBS . Into the Deep: America, Whaling & the World

**\*10 November 2-6: Pacific Migrations**

*What were the scale and direction of flows of people within the Pacific in the nineteenth*

*and twentieth centuries? Who moved where, and why? What were the effects of their*

*mobility? Is it helpful to think of Pacific history in terms of movement rather than*

*settlement?*

Matt Matsuda, *Pacific Worlds*, pp. 216–56.

Adam McKeown, ‘Movements’, in Armitage and Bashford, eds., *Pacific Histories*.

**Katerina Teaiwa, ‘Our Sea of Phosphate: The Diaspora of Ocean Island’, in Graham**

**Harvey and Charles D. Thompson, Jr., eds., *Indigenous Diasporas and Dislocations:***

***Unsettling Western Fixations* (London, 2005), pp. 169–92.**

Amy Ku‘uleialoha Stillman, ‘Pacific–ing Asian Pacific American History’, *Journal of*

*Asian American Studies* 7 (2004), 241**–**70.

**\*11 November 9-13: The Pacific at War**

Matt Matsuda, *Pacific Worlds, 275-293*

**Bruce Cumings, *Dominion from Sea to Sea: Pacific Ascendancy and American Power, Chapter 11-12 (317-396)***

**\*12 November 16-20: The Pacific in the Cold War**

Matt Matsuda, *Pacific Worlds, 293-315*

Bruce Cumings, *Dominion from Sea to Sea: Pacific Ascendancy and American Power, 388-423.*

**\*Week 13 November 30-December 4: Modern dilemmas – the environment, tourism and development**

Matt Matsuda, *Pacific Worlds, 315-355*

*Other readings TBA*

Amy Ku‘uleialoha Stillman, “Pacific-ing Asian Pacific American History,” *Journal of Asian American Studies* 7, no. 3 (2004): 241–270.

**\*Week 14 December 7-11: Whose Pacific Century?**

*Why has the term ‘Pacific Century’ proved so popular? Which different groups have use it and why? How has it been deployed for different political and economic agendas in the past century? And are we now entering a new ‘Pacific Century’ in response to the rise of China?*

Matt Matsuda, *Pacific Worlds*, pp. 355–78.

Alison Bashford, ‘Karl Haushofer’s *Geopolitics of the Pacific Ocean*’, in Kate Fullagar,

ed., *The Atlantic in the Antipodes: Effects and Transformations since the Eighteenth*

*Century* (Newcastle upon Tyne, 2012), pp. 120-43.

Frank Gibney, ‘The Promise of the Pacific’, *The Wilson Quarterly* 16, 1 (Winter 1992),

64–75.

Rosemary Foot and Andrew Walter, ‘Whatever Happened to the Pacific Century?’,

*Review of International Studies* 25 (1999), 245–69.

R. Gerard Ward*,* ‘Earth’s Empty Quarter? The Pacific Islands in a Pacific Century’, *The*

*Geographical Journal* 155 (1989), 235–46.

Hillary Clinton, ‘America’s Pacific Century’, *Foreign Policy* (November 2011):

http://www.foreignpolicy.com/articles/2011/10/11/americas\_pacific\_century.

- 7 -

Barack Obama, ‘Remarks by President Obama to the Australian Parliament’ (17

November 2011): http://www.whitehouse.gov/the–press–office/2011/11/17/remarks–

president–obama–australian–parliament.

FINAL PAPER DUE DECEMBER 14

The syllabus I wish I had written (with thanks to Sonya Huber, from whom I borrowed it):

1. I’ll tell you exactly how to get an A, but you’ll have a hard time hearing me.
2. I could hardly hear my own professors when I was in college over the din and roar of my own fear.
3. Those who aim for A’s don’t get as many A’s as those who abandon the quest for A’s and seek knowledge or at least curiosity.
4. I had bookmarked a citation for that fact, and now I can’t find it anywhere.
5. The only way to seek knowledge is to open your hands and let your opinions drop, but that requires even more fear.
6. The goals and outcomes I am required to put on my syllabus make me depressed; they are the illusion of controlling what cannot be controlled.
7. I end up changing everything halfway through the semester anyway because the plan on paper is never what the living class ends up being about.
8. I desperately needed A’s when I was in college because I didn’t know what else I was besides an A.
9. Our flaws make us human; steer toward yours. I steer toward mine. That won’t always be rewarded in “the real world.”
10. “The real world” isn’t the real world.
11. I realize that I, as the authority figure in this room, might trigger all kinds of authority issues you have. Welcome to work and the rest of your life.
12. I have a problem with authority figures myself, but I’ve learned how to work with it. Watch my cues.
13. I think I have more to teach you about navigation than about commas, although I’m good at commas.
14. This is about commas, but it is also about pauses and breaths and ways to find moments of rest in the blur of life’s machinery.
15. I hope we can make eye contact.
16. One of you who is filled with hate for this class right now will end up loving it by the end.
17. One of you who I believe to be unteachable and filled with hate for me will end up being my favorite.
18. One of you will drive me to distraction and there’s nothing I can do about it.
19. Later I will examine the reason you drive me to distraction and be ashamed and then try to figure out my own limitations.
20. There will always be limitations, and without my students I wouldn’t see them as easily.
21. Sometimes I will be annoyed, sarcastic, rushed, or sad; often this is because you are not doing the readings or trying to bullshit me.
22. Students are surprised by this fact: I really really really want you to learn. Like, that’s my THING. Really really a lot.
23. I love teaching because it is hard.
24. Someone in this classroom will be responsible for annoying the hell out of you this semester, and it won’t be me.
25. Maybe it will be me. Sometimes it is, but often it is not.
26. I won’t hold it against you unless you treat me with disrespect.
27. You should rethink how you treat the people who bring you food at McDonald’s, if you are this person, as well as how you treat your teachers.
28. I hope you are able to drop the pose of being a professional person and just settle for being a person.
29. Everyone sees you texting. It’s awkward, every time, for everyone in the room.
30. Secret: I’ve texted in meetings when I shouldn’t have and I regret it.
31. Secret: I get nervous before each class because I want to do well.
32. Secret: when I over-plan my lessons, less learning happens.
33. Secret: I have to plan first and THEN abandon the plan while still remembering its outline.
34. Secret: It’s hard to figure out whether to be a cop or a third-grade teacher. I have to be both. I want to be Willie Wonka. That’s the ticket. Unpredictable, not always nice, high standards, and sometimes candy.
35. What looks like candy can be dangerous.
36. Secret: Every single one of your professors and teachers has been at a point of crisis in their lives where they had no idea what the fuck to do.
37. Come talk to me in my office hours, but not to spin some thin line of bullshit, because believe it or not, I can see through it like a windowpane.
38. Some of you will lose this piece of paper because you’ve had other people to smooth out your papers and empty your backpack for as long as you can remember, but that all ends here. There’s no one to empty your backpack. That’s why college is great and scary.
39. Maybe there’s never been anyone to empty your backpack. If there hasn’t been, you will have a harder time feeling entitled to come talk to me or ask for help.
40. I want you, especially, to come talk to me.
41. You can swear in my classroom.
42. Welcome. Welcome to this strange box with chairs in it. I hope you laugh and surprise yourself.

**FILMS**

[**http://www.thereoncewasanisland.com/**](http://www.thereoncewasanisland.com/)

**The Coconut Revolution**

**2020-92 GSCI 2050WE Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15470 |
| **Request Proposer** | Thorson |
| **Course Title** | Communicating Earth and Environmental Science |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Communicating Earth and Environmental Science |
| **Course Number** | 2050WE |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Robert M Thorson |
| **Initiator Department** | Geosciences |
| **Initiator NetId** | rmt02003 |
| **Initiator Email** | [robert.thorson@uconn.edu](mailto:robert.thorson@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | No |
| **Environmental Literacy** | Yes |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Two 75-minute blocks with instructor presentations, group discussions, and peer reviewing. |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | English 1010, 1011, or 2011 |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | We're piloting this course at the Storrs Campus. If there's demand and resources, we will extend this to other campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | GSCI 2050WE. Communicating Earth Science 3.00 credits Prerequisites: None Grading Basis: Graded Science communication with a skill-emphasis on writing, a topic-emphasis on the Earth system, and an environmental literacy emphasis on the interaction between humans and the natural environment. Communication skill development will include some combination of oral presentations, interviews, videos, podcasts, websites, essays, opinions, reviews, field notes, and technical articles, etc. Topics may include climate change, natural hazards, natural resources, ancient life, and landscape appreciation. |
| **Reason for the course action** | The CLAS Dean's office has asked that we develop a 2000-level W course to better serve the needs of all students seeking W-credit. Our only W course at present (4050W) is a senior-level capstone required for all majors (see Appendix 1). This restricts access to non-majors, and forces our students to seek their other required W course from other departments. The proposed 2000-level course will: offer a second W-course option for our majors; serve students from other departments; and likely help recruit lower-division students to become majors, double majors, and minors. Finally, it will strengthen the geoscience topical knowledge for all students and improve their environmental literacy. |
| **Specify effect on other departments and overlap with existing courses** | The effect on other departments should be positive, because non-GSCI students can be exposed to geoscience elective while meeting the E and W requirements simultaneously. I've searched the catalogs of JOUR, EEB, and COMM, departments without finding a single course titled with the words "science" and "communicating or communication" in the title. There are no related courses in EEB, ENVS, PHYS, CHEM, MARN, ANTH, or GEOG, and ENVS. We add the word "environmental" to the title to make sure that the perusing student realizes that geoscience is an environmental science. |
| **Please provide a brief description of course goals and learning objectives** | This course has three interwoven goals for all science students, all clearly stated in the sample syllabus. In one sentence: "The main goal of this course is to improve the skill of student writing while increasing the content understanding of Earth System Science and while focusing on the literacy of interactions between humans and the natural environment." More specificially: (1) To enhance communication skills development in a variety of modes (depending on the interest of the instructor), for example oral presentations, interviews, scripted videos, podcasts, websites, essays, opinions, reviews, field notes/maps/sketches, and technical articles, etc. All of these involve writing. Hence, a text for each mode, will be revised, edited and proofread under the supervision of the instructor. (2) To introduce and engage students with important geo-scientific environmental issues (depending on the interest of the instructor; themed or un-themed), such as climate change, deglaciation, sea level rise, ocean chemistry, ecosystem collapse, pollution, water resources, fossil fuels, land use, natural hazards, resource extraction, and others. (3) To show, throughout the course, how humans interact with the natural world, and vice versa. This will be accomplished by selecting topics involving the interaction, for example landslides, mining, floods, and land subsidence. These three goals will be accomplished together through class meetings in which the instructor presents new materials and techniques in class, the student's do take-home assignments, the subsequent class meetings involve discussion and peer review of the productions, and the students then develop final products. |
| **Describe course assessments** | Assessment will be based entirely on the finished products (oral presentation, podcast, website, essay, article, etc.), with the bulk of the grade coming from the written work beneath the deliverable. We prefer not to make this too rigid at this stage, thereby giving instructors latitude regarding the type of production and its content. Currently, I envision most of the grade be based on 5 assignments (averaging 3 pages apiece), each assessed in at least two stages (first draft and final version), with instructor and student critiques and comments in between. Some of the grade will be reserved for quizzes or short tests on assigned content, and for participation. |
| **General Education Goals** | This course will help students become:(1) articulate in writing and speaking, (2) acquire intellectual breadth and versatility by exposing them to new approaches and information, (3) help them with critical judgment by critiquing each other's works, (4) acquire moral sensitivity by asking them to consider other cultures and non-human life forms in environmental decisions, (5) acquire awareness of their era and society which, in the Anthropocene, is one and the same; (6) acquire consciousness of diversity of human culture and experience, which in implicit in global environmental discussions, and (7) acquire a predisposition to lifelong learning, based on the issues raised in this course. The course is accessible to all. |
| **Writing Competency** | In this course, writing is considered both a way of thinking, and a means of transmitting ideas. For each student, at least fifteen pages of manuscript pages of text will be read, reviewed, and commented upon by the instructor in successive drafts. Likely we will have five 3-page assignments, each focussed on a different purpose. Instructors will use a rubric to grade based on completion, sophistication, and presentation of work. The writing, communication, and topical content are all integrated, meaning the students must pass the writing portion of the course in order to pass. |
| **Environmental Literacy** | Most of the student productions will involve the interaction between humans and the environment, because this course will focus on the planetary processes of the Anthropocene, the Human Epoch. Quoting the Senate EL definition, student productions will focus on "interactions between human society and the natural world." The discussions will help students "understand" and "articulate perspectives" on these interactions. The main thrust of a geo-E course involves a two-way interaction between: Point 1, how humans impact the natural world and Point 2, how the natural world impacts humans. Individual students will likely share observations regarding Point 3, public policies; Point 4, ethics; and Point 5, artistic expressions. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [GSCI 2050 Proposal Appendix W Courses.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F171964&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf8c7acea54b044bc1fbb08d7cd1054cd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637203342337409022&sdata=pJ61FRSdxcApvwkVIcApCSChzY49J9FERxW96D0NDD8%3D&reserved=0) | GSCI 2050 Proposal Appendix W Courses.docx | Other | | [GSCI 2050 Communicating EES Sample Syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F173000&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf8c7acea54b044bc1fbb08d7cd1054cd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637203342337409022&sdata=utWFdFIe0ORGiTiNOsEangxMvcgJ3hTPc4zr1l7%2BkA8%3D&reserved=0) | GSCI 2050 Communicating EES Sample Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Robert M Thorson | 02/25/2020 - 07:41 | Submit |  | Thorson's submission includes revisions and suggestions by the other two members of the GSCI C&C Committee, Clay Tabor (chair) and Michael Hren. | | Geosciences | Clay Tabor | 03/20/2020 - 14:06 | Approve | 3/20/2020 | The GSCI C&C committee has reviewed and approved this CAR. | |

**TEMPLATE SYLLABUS**

GSCI 2050WE: Communicating Earth and Environmental Science

**Goal:**

The main goal of this course is to improve the *skill* of student writing while increasing the *content* understanding of Earth System Science and while focusing on the *literacy* of interactions between humans and the natural environment.

**Details:**

**Credits**: 3

**Schedule**: Tuesday/Thursday XXX in room XX XXX

**Instructor**: Geoscience Faculty Member

**Contact**: Email faculty@uconn.edu.

**Office**: XXX and XXX in Room XXX

**Textbook**: None.

**Readings**: To to be provided by each instructor because the geo-content and communication content will vary with each section. Examples include

A widely-used guide for writing in the geosciences

<https://cat.libraries.psu.edu/uhtbin/cgisirsi/x/0/0/57/5/0?searchdata1=1425044%7BCKEY%7D&searchfield1=GENERAL%5ESUBJECT%5EGENERAL%5E%5E&user_id=WEBSERVER>

An example of narrative nonfiction of a geologic topic, for example "Achafalaya" by John McPhee

<https://www.newyorker.com/magazine/1987/02/23/atchafalaya>

A journal style guide for writing technical articles <https://www.geosociety.org/documents/gsa/pubs/Style.pdf>

**Course Description**

Science communication with a skill-emphasis on writing, a content-emphasis on planetary processes, and an environmental literacy emphasis on the interaction between humans and the natural environment. Communication skill development will include some combination of field notes, oral presentations, interviews, videos, podcasts, websites, essays, opinions, reviews, and technical articles, etc. Content will involve climate change, natural hazards, natural resources, ancient life, geo-education, and landscape appreciation.

**Learning Objectives**

* To encounter and engage with ideas about how the earth works and what it's history has been. *(Each section may list details here.)*
* To learn and practice different types of writing --field notes, essays, scripts, reviews, technical articles, etc.- with the goal of using these writings to produce end products such as reports, websites, videos, scientific papers, etc. (*Each section may list details here.)*
* To explore the interaction between humans and their environment in the Anthropocene Epoch. *(Each section may list details here.)*

**Course Delivery:**

The in-person course will be delivered via group lecture, in-class discussion, and Husky CT. Most handouts and assignments will be delivered and returned electronically, and all text comments will be exchanged via Microsoft Word's Track Changes. Read the course website for more details.

The main part of the course will be delivered in five couplets, each consisting of two class periods. On the first class period, the instructor will present/share/explore modes and topics. Between the first and second period, the students will do an assignment with a due date early enough for the instructor to pre-review the batch of incoming assignments and recommend revisions. During the second class period, there will be hands-on, in-class discussion and peer-editing of their work. Following the second class period, the work will be revised and re-submitted for grading by the instructor as a finished product. This basic pattern will be repeated with variations. The entire body of work will be re-submitted as a portfolio

**Course Schedule**

*Week Topic\**

1 Introductions and Goals

2 **Assignment 1** - Field Notes: Description vs Interpretation

3 Critiques and Discussion

4 **Assignment 2** - Geo-content and Type of Communication (To be determined by instructor)

5 Critiques and Discussion

6 **Assignment 3** - Geo-content and Type of Communication (To be determined by instructor)

7 Critiques and Discussion

8 Midterm DISCUSSION AND REVIEW

9 **Assignment 4**- Geo-content and Type of Communication (To be determined by instructor)

10 Critiques and Discussion

11 **Assignment 5** - Geo-content and Type of Communication (To be determined by instructor)

12 Critiques and Discussion

13 FINAL Presentations and Portfolio Submission

*\* Note: Every week and every piece of writing will deal with the interactions between humans and the natural environment.*

***Assessment***

**75 points** Five equally weighted assignments averaging three pages of text each to be evaluated at least twice via oral and written comments (more assignments may be given, with the students selecting 5 to be graded):

* For written end products such as a site description, technical article, or opinion essay, all 15 grading points will be based on the writing: with first drafts averaging 6 points each; and finished versions averaging 9 points each.
* For end products that are not writings (oral presentations, websites, animations, audio podcasts, etc.) the 15 grading points will be divided into 10 points for the written substrate (scripts, texts, etc., with 4 points and 6 points for first and final drafts, respectively) and 5 points for the finished communication work.

**15 points** Five 3-point preparatory quizzes, each to incentivize an assigned content reading (or watching or listening).

**10 points** Participation, based mainly on contribution to the class.

\_\_\_\_\_\_\_\_

**100 points** TOTAL

Quoting University Senate regulations: you "*must pass the W portion of the class to pass the class*." This course complies with that requirement because the main basis of all evaluation is the writing *beneath* the products of science communication and *above* the topical geoscience content. Senate regulations also require that the syllabus "*explicitly states the number of pages required*." This course requires that students write at least 15 pages of finished text, likely with a series of 5 submissions averaging three pages each.

**Appendix 1 - Capstone Courses in disciplines related to Geoscience at UConn**

**Geosciences**

4050W. Geoscience and Society

CAPSTONE REQUIRED

**Environmental Sciences**

3345W. Wildlife Management Techniques

3385W. Fisheries Techniques

4000W. Natural Resources Planning and Management

Capstone Required

**Physics**

Phys 2501W

**No Capstone**

**CHEMISTRY**

Chem 3170 Technical Communications

3442W. Advanced Organic Chemistry Laboratory

3565W. Physical Chemistry Laboratory

4196W. Thesis for Undergraduate Chemistry Majors

**No Capstone**

**MARINE SCIENCES**

2801WE. Marine Sciences and Society

4030W. Chemical Oceanography

4896W. Senior Research Thesis

**No Capstone**

**Anthropology**

1000W. Peoples and Cultures of the World

1001W. Anthropology Through Film

2000W. Social Anthropology

3028W. Indigenous Rights and Aboriginal Australia

3150W. Migration

3153W. Human Rights in Democratizing Countries

3202W. Illness and Curing

3506W. Laboratory Techniques in Archaeology

3704W. Experimental Archaeology

4001W. The Development of Anthropological Theory

**No Capstone**

**EEB**

2244WE. General Ecology

2245W. Evolutionary Biology

3220W. Evolution of Green Plants

3244W. Writing in Ecology

4230W. Methods of Ecology

4896W. Senior Research Thesis in Ecology and Evolutionary Biology

**No Capstone**

**Geography**

3320W. Environmental Evaluation and Assessment

4000W. Capstone Seminar in Geography

4001W. Writing in Geography

4110W. Regional Development and Policy

4200W. Geographical Analysis of Urban Social Issues

**Have a capstone course but it is not required**

Compiled by Michael Hren, 2/27/20.

**2020-93 HEJS/HIST 3204 Add Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15290 |
| **Request Proposer** | Patt |
| **Course Title** | Jewish Responses to the Holocaust |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > History > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HEJS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Subject Area #2** | HIS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | History |
| **Reason for Cross Listing** | Avinoam Patt, new Konover Chair in Judaic Studies, is a historian specializing in modern Jewish history and Holocaust studies. The course, designed in consultation with History professor, Charles Lansing, take a historical approach to the subject matter, examining Jewish responses to the Holocaust in the period before, during, and after WWII. |
| **Course Title** | Jewish Responses to the Holocaust |
| **Course Number** | 3204 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Avinoam J Patt |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | ajp10013 |
| **Initiator Email** | [avinoam.patt@uconn.edu](mailto:avinoam.patt@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area C: History |
| **General Education Competency** |  |
| **Environmental Literacy** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3.0 |
| **Instructional Pattern** | Lectures and discussion |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | Yes |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | HEJS 3204 Jewish Responses to the Holocaust (also offered as HIST 3204) 3.0 credits Interdisciplinary exploration of Jewish responses to the Holocaust. Examines social, religious, theological, political, cultural, psychological, and literary responses both during and after the Second World War. CA1-C, CA4-INT. |
| **Reason for the course action** | With the hiring of new Konover Chair of Judaic Studies, Avinoam Patt, we are adding new courses in his area of expertise. In consultation with Charles Lansing, Patt has developed a class that will complement the existing history of the Holocaust class. The new course will focus on Dr. patt's areas of expertise, including Jewish responses to persecution, resistance, rescue, literary and religious responses, Jewish life in the aftermath of the war, and more. |
| **Specify effect on other departments and overlap with existing courses** | Profs. Patt and Lansing (History) have worked together to develop a course that will not duplicate existing coursework on the history of the Holocaust, but will supplement current classes. |
| **Please provide a brief description of course goals and learning objectives** | Course goals and objectives: Students will examine the ways Jews sought to maintain religious observance under Nazi occupation, the moral and ethical dilemmas Jews confronted daily during the war, the manner in which resistance transcended narrowly defined “armed resistance” to encompass cases of spiritual, cultural, psychological, and philosophical resistance to persecution, attempts to document and historicize the war both under occupation and in its aftermath, the meaning of memory and memorialization, the use of literature and cultural creations as forms of resistance and as responses to persecution, the nature of psychological responses to trauma and persecution, and theological and religious explanations of the meaning of the Holocaust in its aftermath. More generally, the course facilitates a deeper understanding of the manner in which individuals and communities respond to extreme persecution in war and genocide both contemporaneously and in its aftermath. The key learning objectives for the course include: • Learning to think critically about primary sources and identify cultural or ideological assumptions associated with responses to the Holocaust • Learning to identify social, cultural, and political factors affecting the nature of human response to persecution • Learning to think critically about novels and films and identify cultural or ideological assumptions • Learning to think critically about the “politics of memory” and how history and collective memory are in a dynamic relationship with one another Students will be expected to develop these skills in class discussions, written assignments, and exams over the course of the semester. |
| **Describe course assessments** | 1. Weekly reaction papers (20%) 2. Midterm document analysis and exercise. (15%) 3. 2 Short Book critiques. 4-5 page book reviews on two selected longer texts (25%). 4. Film critique (10%) 5. Participation (10%) and special event papers. 6. Final Presentation (20%) |
| **General Education Goals** | The course is designed to enable students to gain specific expertise in Jewish responses to the Holocaust while developing skills in reading, writing, and critical thinking. Students will be expect to express ideas in an articulate manner, demonstrate intellectual breadth of knowledge, use critical thinking skills, become aware of the moral and ethical dilemmas confronted by historical actors under conditions of extreme persecution, develop consciousness of the diverse nature of human experience, and develop empathy for experiences of others. |
| **Content Area: Arts and Humanities** | The class meets criteria through historical investigation and critical analysis of human experience; philosophical investigation of nature of evil and human morality; cultural representations of the Holocaust; written and visual representations of the Holocaust; and more. |
| **Content Area: Diversity and Multiculturalism (International)** | The course introduces students to diverse nature of human experiences; emphasizes the fragile nature of social bonds that erode under extreme pressure in times of crisis; points to the social, political, cultural, and historical factors involved in the shaping of collective memory; introduces students to refugee crises both before, during, and after WWII, and more. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [UCONN Responses to Holocaust syllabus February 2020.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F170713&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C7528a157779245d1f97f08d7c68a12ef%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637196168635134292&sdata=ReppG8FK8MGf4XXTVt0GYWmkDhOCmZnVJQNcRmeE%2F9A%3D&reserved=0) | UCONN Responses to Holocaust syllabus February 2020.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Avinoam J Patt | 02/13/2020 - 13:04 | Submit |  | None | | Literatures, Cultures and Languages | Jennifer Terni | 03/08/2020 - 16:42 | Approve | 3/5/2020 | This course will add to the robust offerings in the HEJS program. | | History | Matthew G McKenzie | 03/08/2020 - 16:44 | Approve | 3/8/2020 | Approved as per History Department protocol, February, 2020. | |

Avinoam J. Patt

HEJS 3204 (proposed)

3.0 credits

Jewish Responses to the Holocaust

avinoam.patt@uconn.edu

*Jewish Responses to the Holocaust*

**COURSE DESCRIPTION**

This course explores Jewish responses to the Holocaust in an interdisciplinary manner through an examination of social, religious, theological, political, cultural, psychological, and literary responses to the Holocaust both during and after the Second World War. The course focuses attention on the nature of Jewish life before the genocide, the tools Jews had at their disposal to encounter the Nazi threat, the impact of the Nazi genocide on Jewish life after the war, and the ways in which Jews responded to the Holocaust in its aftermath.

Course goals and objectives:

Students will examine the ways Jews sought to maintain religious observance under Nazi occupation, the moral and ethical dilemmas Jews confronted daily during the war, the manner in which resistance transcended narrowly defined “armed resistance” to encompass cases of spiritual, cultural, psychological, and philosophical resistance to persecution, attempts to document and historicize the war both under occupation and in its aftermath, the meaning of memory and memorialization, the use of literature and cultural creations as forms of resistance and as responses to persecution, the nature of psychological responses to trauma and persecution, and theological and religious explanations of the meaning of the Holocaust in its aftermath. More generally, the course facilitates a deeper understanding of the manner in which individuals and communities respond to extreme persecution in war and genocide both contemporaneously and in its aftermath.

Students will engage with critical questions central to the field, such as resistance, rescue, representation, and more through an interdisciplinary examination of Jewish responses to persecution. Students will examine a variety of sources, including rabbinic responsa, diaries, literary texts, journals, films, newspapers, testimonies, and more.

The key learning objectives for the course include:

• Learning to think critically about primary sources and identify cultural or ideological assumptions associated with responses to the Holocaust

• Learning to identify social, cultural, and political factors affecting the nature of human response to persecution

• Learning to think critically about novels and films and identify cultural or ideological assumptions

• Learning to think critically about the “politics of memory” and how history and collective memory are in a dynamic relationship with one another

Students will be expected to develop these skills in class discussions, written assignments, and exams over the course of the semester.

Readings:

Doris Bergen, *War and Genocide*

Jurgen Matthaus, *Jewish Responses to Persecution: 1933-1946*

Patt and Berkowitz, *We are Here: New Approaches to Jewish Displaced Persons in Postwar Germany*

Jan Gross, *Fear: Antisemitism in Poland after Auschwitz*

Deborah Lipstadt, *The Eichmann Trial*

**\*\*Any readings marked with an asterisk will be posted to blackboard.**

**Grading Policy:**

1. Weekly reaction papers (20%)

2. Midterm document analysis and exercise. (15%)

3. 2 Short Book critiques. 4-5 page book reviews on two selected longer texts (25%).

4. Film critique (10%)

5. Participation (10%) and special event papers.

6. FINAL PRESENTATION (20%)

**Grading Scale:**

|  |  |  |
| --- | --- | --- |
| A: 100-93 | B-: 82-80 | D: 69-65 |
| A-: 92-90 | C+: 79-77 | F: 64 and lower |
| B+: 89-87 | C: 76-73 |  |
| B: 86-83 | C-: 72-70 |  |

**OFFICE HOURS:** Mondays, 12pm-1pm or by appointment.

**PHONE and VOICE MAIL:** 860-486-2271; **E-mail**: [avinoam.patt@uconn.edu](mailto:avinoam.patt@uconn.edu)

# ACADEMIC INTEGRITY: Standards of academic conduct are set forth in the UCONN *Student Code.* By registering, you have acknowledged your awareness of the academic honesty sections of *The Student Code*, including the policy on plagiarism, and you are obliged to become familiar with your rights and responsibilities as defined by *The Student Code*. Violations of the Academic Honesty Policy will not be treated lightly, and disciplinary actions will be taken should such violations occur. Any acts of plagiarism will result in failure on the specific assignment and if necessary, for the course, as well. Please see me if your have any questions about the academic violations described in *The Student Code* in general or as they relate to particular requirements for this course.

<https://community.uconn.edu/the-student-code-appendix-a/>

**SCHEDULE OF COURSE TOPICS, READINGS AND ASSIGNMENTS**

**-please complete all assigned readings *before* scheduled classes.**

**Week 1**

**JEWISH LIFE IN PRE-WAR EUROPE**

-Jewish community and identity in East, Central, and Western Europe

\*Ezra Mendelsohn, *The Jews of East Central Europe Between the World Wars* (excerpts)

**Week 2**

**INTRODUCTION TO THE HOLOCAUST**

Doris Bergen, *War and Genocide*

\*David Engel, *The Holocaust: The Third Reich and the Jews* (excerpts)

-view testimonies from <http://sfi.usc.edu/explore> and Fortunoff Video Archive at Yale University <http://www.library.yale.edu/testimonies/index.html>

<https://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide/the-path-to-nazi-genocide/full-film>

**Week 3**

**JEWISH RESPONSES TO THE REFUGEE CRISIS, 1939-1940**

*Jewish Reactions to Persecution*, 1933-1946, introduction and excerpts

\*Patt, “No Place for the Displaced: The Jewish Refugee Crisis”

**Week 4**

**JEWISH RESPONSES TO PERSECUTION IN Germany and Western Europe**

**\*Excerpts from Marion Kaplan, *Between Dignity and Despair***

***\**Excerpts from *Jewish Responses to Persecution***

Film: *Europa, Europa*

**Week 5**

**JEWISH RESPONSES TO PERSECUTION IN THE GHETTOS OF EASTERN EUROPE**

The spectrum of Jewish responses: Amidah to armed resistance

**Ringelblum, Huberband, and the Oneg Shabbes Archive – Documenting the Holocaust**

\*Shimon Huberband, *Kiddush Hashem: Jewish Religious and Cultural Life in Poland during the Holocaust* (New York: Yeshiva University Press, 1987) Introduction and Part III, Jewish Religious Life in Nazi-Occupied Europe

\*Sam Kassow, *Who Will Write Our History: Emanuel Ringelblum, the Warsaw Ghetto, and the Oyneg Shabbes Archive* (excerpts)

<http://www.yiddishbookcenter.org/files/pt-articles/PT43ringelblum.pdf>

Film: *Who Will Write Our History*

**Week 6**

**LITERARY RESPONSES DURING THE WAR**

David Roskies and Anita Diamant, *Holocaust Literature*, excerpts

\*\*Roskies, *Literature of Destruction*, excerpts

\*Avraham Sutzkever poetry

**Week 7**

**JEWISH RELIGIOUS AND THEOLOGICAL RESPONSES**

\*Irving J. Rosenbaum, *The Holocaust and Halakha*, (Hoboken: Ktav Publishing House, 1976), chapter 1.

**RABBI OSHRY IN THE KOVNO GHETTO**

\*Efroyim Oshry, *Responsa from the Holocaust* (New York: Judaica Press, 1983), Introduction and selected Responsa. (Hebrew original, *Mi-Ma’amakim*, 4 vols.)

\*Zvi Kolitz, “Yossel Rakover Speaks to God” in Zvi Kolitz, *Yosl Rakover Speaks to God: Holocaust Challenges to Religious Faith* (Hoboken: Ktav Publishing House, 1995).

Film: *God on Trial*

**Week 8-9**

**THE WARSAW GHETTO UPRISING AND OTHER CASES OF ARMED RESISTANCE**

Yisrael Gutman, *The Jews of Warsaw, 1939-1943: Ghetto, Underground, Revolt*, excerpts

\*Patt, “Armed Jewish Resistance in the Warsaw Ghetto”

The Case of Sobibor (*Escape from Sobibor)*

\*Patt, “Jewish Resistance in the Smaller Ghettoes of Eastern Europe,” USHMM website

Film: *Defiance*

**Week 10-11**, **JEWISH LIFE IN THE AFTERMATH, STATELESSNESS, AND MIGRATION**

Jewish Displaced Persons and the Creation of the State of Israel: Postwar Politics

Patt and Berkowitz*, We are Here: New Approaches to Jewish Displaced Persons in the Aftermath of the Holocaust*, excerpts

**Anti-Semitism after the Holocaust**

The Cases of Jedwabne and Kielce in Poland

Jan Gross, *Fear*

**Week 12, THE HOLOCAUST ON TRIAL**

*Postwar debates on Jewish behavior*

Deborah Lipstadt, *The Eichmann Trial*

**Week 13, MEANING AND MEMORIALIZATION**

**YIZKOR BOOKS**

\*Jack Kugelmass and Jonathan Boyarin (eds.), *From a Ruined Garden: The Memorial Books of Polish Jewry* (Bloomington: University of Indiana Press, 1998). Introduction and selected excerpts.

**MUSEUMS AND MEMORIALS**

\*\*James Young, *The Texture of Memory (excerpts)*

\*\*Edward Linenthal*, Preserving Memory: The Struggle to Create America’s Holocaust Museum (excerpts)*

**Week 14, FINAL STUDENT PRESENTATIONS**

**2020-94 MCB 6001 Add Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13664 |
| **Request Proposer** | Knecht |
| **Course Title** | Introduction to Graduate Research in Molecular and Cell Biology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Introduction to Graduate Research in Molecular and Cell Biology |
| **Course Number** | 6001 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | David A Knecht |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | dak02007 |
| **Initiator Email** | [david.knecht@uconn.edu](mailto:david.knecht@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture and discussion |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Open to PhD and thesis MS students in Molecular and Cell Biology |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | MCB research is only done at Storrs |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MCB 6001: Introduction to Molecular and Cell Biology Research  3 credits  Prerequisite: Instructor consent.  Exposes new PhD students to general areas of research in MCB, specific laboratory research opportunities, laboratory skills and professional development. |
| **Reason for the course action** | We are revising our graduate curriculum to have a single course that all incoming PhD students take to orient them to research in the department. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Introduce students to the department, university and life in the laboratory as a PhD student. |
| **Describe course assessments** | Participation in discussions and completion of a short learning journal essay for each seminar is required. If seminars are missed, students are required to contact the speaker and discuss the seminar. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Introduction to MCB research syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F162101&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce86248b2775f4c5f5cef08d7c5d33661%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637195383246701600&sdata=xjSksYPcYaADBVovYxOsgdLqJhERiJ7wvj9TXHxwYaQ%3D&reserved=0) | Introduction to MCB research syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David A Knecht | 10/02/2019 - 16:02 | Submit |  | MCB approval March 6, 2020 | | Molecular and Cell Biology | David A Knecht | 03/10/2020 - 11:05 | Approve | 3/6/2020 | MCB approved 3/6/20 | |

Fall 2019

MCB 5896: Introduction to Molecular and Cell Biology Research (3 credits)

Instructor: Zhang/Benson

M/W 8:45AM-10:00AM; TLS 263

Grades: Graded

Completion of a short essay for each seminar is required. If seminars are missed, students are required to contact the speaker and discuss the seminar.

Textbook: At the Bench, a Laboratory Navigator, Updated Ed., by Kathy Barker.

Course Description: Open to new PhD graduate students in Molecular and Cell Biology. Introduction to general areas of research in MCB, specific laboratory research opportunities, laboratory skills and professional development.

**Weeks 1-2: Vignettes of faculty research**

Aug. 26 Introduction to the Department of Molecular and Cell Biology Research

Dr. Joerg Graf

Aug. 28 5 min presentations of MCB faculty research (Cell Biology)

Sept. 4 5 min presentations of MCB faculty research (Genetics and Genomics)

Sept. 9 5 min presentations of MCB faculty research (Microbiology)

Sept. 11 5 min presentations of MCB faculty research (Biochemistry and Structural Biology)

**Weeks 3-6: AOC specific basic approaches and techniques/technologies**

Sept. 16 & 18 Basics at the Bench I: Cell and Developmental Biology

Sept. 23 & 25 Basics at the Bench II: Genetics and Genomics

Sept. 30 & Oct. 2 Basics at the Bench III: Microbiology

Oct. 7 & 9 Basics at the Bench IV: Structural Biology, Biochemistry and Biophysics

**Weeks 7-13: Common information for doing science**

Oct. 14 & 16 What is science? How do we know things?

Oct. 21 & 23 Types of scientific research, discovery vs. hypothesis-driven research

Oct. 28 & 30 Statistical analysis I: hypotheses and testing

Nov. 4 & 6 Statistical analysis II: quantitative reasoning and data exploration

Nov. 11 & 13 Organization, lab notebooks, and record keeping

Nov. 18 & 20 Presentation skills

Dec. 2 & 4 Science in society, social responsibilities as graduate students

**2020-96 PP 5304 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15678 |
| **Request Proposer** | Craemer |
| **Course Title** | Public Policy, Diversity, and Inclusion |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Public Policy > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Public Policy, Diversity, and Inclusion |
| **Course Number** | 5304 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Catherine F Guarino |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | cfg08002 |
| **Initiator Email** | [catherine.guarino@uconn.edu](mailto:catherine.guarino@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Craemer |
| **Proposer First Name** | Thomas |
| **Select a Person** | thc05002 |
| **Proposer NetId** | thc05002 |
| **Proposer Phone** | +1 959 200 3822 |
| **Proposer Email** | [thomas.craemer@uconn.edu](mailto:thomas.craemer@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture and discussion |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford |
| **If not generally available at all campuses, please explain why** | our department is located at the Hartford campus |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | PP 5304. Public Policy, Diversity, and Inclusion Three credits. Overview of how laws and policies related to diversity and inclusion have changed over time and how they evolved from equal employment opportunity and affirmative action, to diversity and inclusion. Topics include measurement of racial or gender bias; measurement of ‘diversity’; policies that organizations used to achieve diversity; policies to maintain diversity and achieve inclusion. |
| **Reason for the course action** | This course covers a body of material not previously covered in our department, but it is important for students who are interested in state and local government and public administration more generally. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | At the conclusion of the course, students will … • be able to explain the historical origin of policies to minimize diversity and maximize exclusion • reflect on their own status in society with respect to historical privilege or disadvantage • develop an understanding of various policies to facilitate diversity and inclusion • understand important ideological objections to diversity and inclusion policies • understand important ideological justifications of diversity and inclusion policies • be able to define diversity and inclusion based on a number of countervailing political goals • be able to measure various forms of individual and structural bias • devise measures of diversity and inclusion based on ‘worst case’ scenarios and organizational goals. • identify appropriate methods of addressing barriers to diversity and inclusion • be able to develop diversity and inclusion strategies for their organizations of choice. |
| **Describe course assessments** | This combines weekly readings, tested through online multiple choice reading quizzes, in-class and online discussions, as well as a number of written assignments. Among them is a Research Paper on Diversity Minimizing Policies in the US, two preparatory papers for the Diversity and Inclusion Plan, and the Diversity and Inclusion Plan for an Organization of the student’s choice itself. The following list details the assignments. Quizzes: This course uses a large number of original research articles and tests reading comprehension through a number of multiple choice reading quizzes administered online (graduate students). The readings are (in alphabetical order): Benavides, A. D. 2012. Cultural Competency in Hispanic Communities. In K. A. Norman-Major & S. T. Gooden, Cultural Competency for Public Administrators (pp. 100-120). Armonk, NY: M. E. Sharpe. Brief, A. P., Dietz, J., Reizenstein Cohen, R., Pugh, S. D., & Vaslow, J. B. 2000. Just Doing Business: Modern Racism and Obedience to Authority as Explanations for Employment Discrimination. Organizational Behavior and Human Decision Processes 81(1): 72–97. Burnier, D. 2012. Developing Gender-Competent Public Administrators. In K. A. Norman-Major & S. T. Gooden, Cultural Competency for Public Administrators (pp. 83-99). Armonk, NY: M. E. Sharpe. Corlett, J. A. 2003. What Is Racism? In: J. A. Corlett, Race, Racism, and Reparations (pp. 62-93). Ithaka, NY: Cornell University Press. Craemer, T. 2011. Invisible Norms? Statistics of Racial Polarization and Consensus. Social Science Research 40:1170–1185 [partial and voluntary reading]. Dasgupta, N. 2009. Color Lines in the Mind: Implicit Prejudice, Discrimination, and the Potential for Change. In A. Grant-Thomas, G. Orfield (eds.), Twenty-First Century Color Lines Book. Multiracial Change in Contemporary America (pp. 97-117). Philadelphia, PA: Temple University Press. Diangelo, R. 2011. White Fragility. International Journal of Critical Pedagogy 3(3): 54-70. Grant-Thomas and Powell 2009. Structural Racism and Color Lines in the United States. In. A. Grant-Thomas and G. Orfield (eds.), Twenty-First Century Color Lines. Multiracial Change in Contemporary America (pp. 118-142). Philadelphia, PA: Temple University Press. Gratz v. Bollinger, 539 U.S. 244 (2003) Graves. J. L. 2002. The Biological Case Against Race. American Outlook. Spring 2002, pp. 30-34. Greenwald, A. G., & Krieger, L. H. 2006. Implicit Bias: Scientific Foundations. California Law Review 94(4): 945-967. Grutter v. Bollinger, 539 U.S. 306 (2003). Harrison, D. A., & Klein, K. J. 2007. What’s the Difference? Diversity Constructs as Separation, Variety, or Disparity in Organizations. Academy of Management Review 32(4): 1199–1228. Kalev, A., Dobbin, F., & Kelly, E. 2006. Best Practices or Best Guesses? Assessing the Efficacy of Corporate Affirmative Action and Diversity Policies. American Sociological Review 2(71): 589–617. Krause, A., Rinne, U., & Zimmermann, K. F. 2012. Anonymous Job Applications of Fresh Ph.D. Economists. Economics Letters 117: 441-444. Macan, T. & Merritt, S. 2011. Actions Speak Too: Uncovering Possible Implicit and Explicit Discrimination in the Employment Interview Process. International Review of Industrial and Organizational Psychology 26: 293-337. McLaughlin, J. E., McLaughlin, G. W., McLaughlin, J. 2015. Using Composite Metrics to Measure Student Diversity in Higher Education. Journal of Higher Education Policy and Management 37(2): 222–240. Mor Barak, M. E. 2015. Inclusion is the Key to Diversity Management, but What is Inclusion? Human Service Organizations: Management, Leadership & Governance 39: 83–88 Nishii, L. H. 2013. The Benefits of Climate for Inclusion for Gender Diverse Groups. Academy of Management Journal 50(6): 1754-1774. Riccucci, N. M. 2002. Affirmative Action and Employment Opportunity. In N. M. Riccucci, Managing Diversity in Public Sector Workforces (pp. 11-24). Boulder, CO: Westview Press. Rushton, M. 2008. A Note on the Use and Misuse of the Racial Diversity Index. The Policy Studies Journal 36(3): 445-459. Shih, M., Pittinsky, T. L., & Ambady, N. 1999. Stereotype Susceptibility: Identity Salience and Shifts in Quantitative Performance. Psychological Science 10(1): 80-83. Steele, C. M. 1997. A Threat in the Air. How Stereotypes Shape Intellectual Identity and Performance. American Psychologist 52(6): 613-629. Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. 2007. Racial Microaggressions in Everyday Life Implications for Clinical Practice. American Psychologist 62(4): 271–286. [Partial reading] UNESCO 1952. The Race Question in Modern Times. The Race Concept. Results of an Inquiry. Paris, France: UNESCO. VanDeventer Iverson, S. 2007. Camouflaging Power and Privilege: A Critical Race Analysis of University Diversity Policies. Educational Administration Quarterly 43(5): 586-611. Williams, C. L., K. Kilanski, & Muller, C. 2014. Corporate Diversity Programs and Gender Inequality in the Oil and Gas Industry. Work and Occupations 41(4): 440–476. Research Paper on Diversity Minimizing Policies in the US (Not required of undergraduate students): The first research paper will require graduate students to select and analyze one policy of diversity minimization that has been enacted in the United States at any time during its existence. Address the following questions: (1) What was the goal of the policy? (2) What group(s) did the policy exclude? (3) Did the policy explicitly or implicitly exclude this/these group(s)? (4) Was the policy passed by a legislative body, or by private organizations? (5) What was the effect of the policy on the group(s) targeted for exclusion? (6) Propose a policy that would address the negative effects of the exclusionary policy on the targeted group(s). Preparatory Paper 1 for Diversity and Inclusion Plan: Describe the diversity history for an organization of your choice: Select an organization for which you would like to develop a diversity and inclusion plan. Pick an organization that you are familiar with. Did this organization (or organizations similar to it, if the organization is not old enough) ever engage in the exclusion of certain demographic groups? Which ones? How did the organization (or type of organization) discriminate? Were the policies explicitly written rules, or implicit social customs? The paper should be about 4 pages long (12 point Times New Roman font, double spaced), not counting the literature list. Preparatory Paper 2 for Diversity and Inclusion Plan: Conduct a diversity analysis for the organization of your choice regarding its current state of diversity and inclusion. Analyze the current structure of the organization’s staff and/or clientele. Are certain groups overrepresented? Are any groups underrepresented? Use the diversity measures we will be discussing in class and discuss the “worst case” scenarios and diversity goals that the different measures imply. How far has your organization come from each “worst case” scenario towards each diversity goal? The paper should be 4 pages long (12 point Times New Roman font, double spaced), not counting the literature list. Diversity and Inclusion Plan: The diversity and inclusion plan serves as the final assessment in the course. Research diversity and inclusion plans of organizations similar to the organization of your choice. Briefly comment on each plan’s advantages and shortcomings. Based on your analysis, develop your own plan for the organization. The plan should analyze the historical context of diversity of the organization (which groups were historically over- and which groups historically underrepresented or excluded and why?), how was underrepresentation and/or exclusion accomplished (what explicit or implicit policies were applied)? What is the current state of diversity in the organization, and what is the present state of inclusion of historically underrepresented groups in the organization? Clearly state (possibly countervailing) diversity and inclusion goals, and propose measurements by which progress can be evaluated. List all possible policies that the organization can apply to increase diversity and inclusion from targeted recruitment, candidate selection, retention, and promotion, to achieving meaningful inclusion. Make sure you cite sources for all factual claims and for proposed diversity and inclusion policies. The diversity plan should be 10 pages long not counting the literature list (12 point Times New Roman font, double-spaced). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PP5397-PP3098\_SYLLABUS Public Policy, Diversity, and Inclusion.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172270&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C46f5b0860366469a61bc08d7c3731c38%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637192771474906101&sdata=cs0bj41kxSTRzi3mU%2FyXkcJ0jrukL56Wz7Uz0UGqQmY%3D&reserved=0) | PP5397-PP3098\_SYLLABUS Public Policy, Diversity, and Inclusion.pdf | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Catherine F Guarino | 03/03/2020 - 14:54 | Submit |  | no other comments | | Public Policy | Kenneth J Dautrich | 03/04/2020 - 11:37 | Approve | 3/4/2020 | Approved | |

**2020-97 PP 5348 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15677 |
| **Request Proposer** | Alkadry |
| **Course Title** | Urban Planning Principles and Methods |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Public Policy > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Urban Planning Principles and Methods |
| **Course Number** | 5348 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Catherine F Guarino |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | cfg08002 |
| **Initiator Email** | [catherine.guarino@uconn.edu](mailto:catherine.guarino@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Alkadry |
| **Proposer First Name** | Mohamad |
| **Select a Person** | moa17009 |
| **Proposer NetId** | moa17009 |
| **Proposer Phone** | +1 959 200 3858 |
| **Proposer Email** | [mohamad.alkadry@uconn.edu](mailto:mohamad.alkadry@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lectures and discussion |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford |
| **If not generally available at all campuses, please explain why** | Our graduate program is located at the Hartford campus |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | PP 5348. Urban Planning Principles and Methods Three credits. Introduction to the planning process, including commonly used planning topics, practices, and tools that planners need to professionally conduct their tasks. Course utilizes lectures, discussion and simulated planning projects. |
| **Reason for the course action** | This course covers a body of material not previously covered in our department, but it is important for students who are interested in state and local government and public administration more generally. |
| **Specify effect on other departments and overlap with existing courses** | No Known effects or overlap with other departments |
| **Please provide a brief description of course goals and learning objectives** | By the end of the course, students should be able to 1) identify and scope planning problems and issues; 2) determine the information required to address the issues; 3) collect, analyze, and synthesize planning information; and 4) concisely and effectively communicate findings and recommendations. |
| **Describe course assessments** | Throughout the course there will be assignments and projects that will build on the subject matter of the class. Students will be expected to prepare and submit a written response to the assignment and for certain assignments, present their response to the class. There are four (4) writing assignments – Writing Assignment 3 – Procurement Summary and Recommendation is a MANDATORY assignment. In addition, students are required to complete one additional writing assignment. Students may choose to complete more than the mandatory requirement to earn extra credit. Certain assignments may be completed in Teams. WRITING ASSIGNMENT 1 – Planning Ethics Exercise – Urban Planning Ethics Case Study WRITING ASSIGNMENT 2 – Politics of Planning Exercise – Politics of Planning Case Study WRITING ASSIGNMENT 3 – Comprehensive Plan Exercise – Comprehensive Plan Case Study WRITING ASSIGNMENT 4 – Environmental Justice Exercise – Environmental Justice Case Study PROJECTS There will be two projects that students will have to complete and submit in writing and make a presentation to class. This course covers a body of material not previously covered in our department, but it is important for students who are interested in state and local government and public administration more generally. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Urban Planning Principles and Methods short.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172269&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C83309f2e4e234c727d5308d7c3735c1d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637192772541824053&sdata=x7tVbi6bic3s2N2ONW79YL7GuO5vZIocOpfu1IImLNg%3D&reserved=0) | Urban Planning Principles and Methods short.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Catherine F Guarino | 03/03/2020 - 14:43 | Submit |  | no other comments | | Public Policy | Kenneth J Dautrich | 03/04/2020 - 11:32 | Approve | 3/4/2020 | approved | |

**Urban Planning Principles and Methods – Spring 2021**

Mohamad G. Alkadry, Ph.D.

Department of Public Policy, University of Connecticut

10 Prospect St, Hartford, CT, E-mail: malkadry@UConn.edu

Office Hours: Mondays 2-5 PM

**Course Description**

The course will introduce students to the planning process by reviewing commonly used planning practices and tools. The course provides broad overviews of different planning topics. By the end of this course, the students will build a “planner toolkit” that planners need to professionally conduct their planning tasks. Students will be expected to apply skills and concepts learned in class to a simulated planning project based on a real neighborhood in Connecticut.

**Course Objectives and Outcomes**

By the end of the course, students should be able to

1) identify and scope planning problems and issues;

2) determine the information required to address the issues;

3) collect, analyze, and synthesize planning information; and

4) concisely and effectively communicate findings and recommendations.

**Grading**

|  |  |  |
| --- | --- | --- |
| Attendance and Participation | 40 | |
| Writing Assignments – 40 pts each | 80 | |
| Project 1 – Written | 50 | |
| Project 1 – Presentation | 40 | |
| Project 2 – Written | 50 | |
| Project 2 – Presentation | 40 | |
|  | 300 | |
| |  |  | | --- | --- | | Letter Grade | % Range | | A | 290-300 | | A- | 280-289 | | B+ | 274-279 | | B | 266-273 | | B- | 260-265 | | C+ | 254–259 | | C | 246-253 | | C- | 240-245 | | D+ | 234-239 | | D | 226-233 | | D- | 220-225 | | F | 224 or less | | |

**Textbook**

Levy, John (2012). *Contemporary Urban Planning, Tenth Edition*. Pearson

**Attendance and Participation**

To attend classes and to participate actively in all class activities. Students are expected to complete the readings and come to class prepared with specific questions and comments. Participation is expected in every class, and is graded based on quality and frequency of participation.

**WRITING ASSIGNMENTS AND PROJECTS**

Throughout the course there will be assignments and projects that will build on the subject matter of the class. Students will be expected to prepare and submit a written response to the assignment and for certain assignments, present their response to the class. There are four (4) writing assignments – Writing Assignment 3 – Procurement Summary and Recommendation is a MANDATORY assignment. In addition, students are required to complete one additional writing assignment. Students may choose to complete more than the mandatory requirement to earn extra credit. Certain assignments may be completed in Teams.

WRITING ASSIGNMENT 1 – Planning Ethics

Exercise – Urban Planning Ethics Case Study

WRITING ASSIGNMENT 2 – Politics of Planning

Exercise – Politics of Planning Case Study

WRITING ASSIGNMENT 3 – Comprehensive Plan

Exercise – Comprehensive Plan Case Study

WRITING ASSIGNMENT 4 – Environmental Justice

Exercise – Environmental Justice Case Study

**PROJECTS**

There will be two projects that students will have to complete and submit in writing and make a presentation to class.

**Course Policies**

Original Work

The question sometimes arises whether a paper, book report, journal article or other work submitted for another class can be submitted for this class. The policy of the instructor is that papers, presentations, book reports and so forth should be original for each course and that requirements submitted must be work prepared for this course. Of course, students may build on previous work and topics as long as substantially different effort and analysis are given. Students are encouraged to consult instructors early on any issues regarding original work. This professor has zero tolerance for cheating or plagiarism. Please follow this link to read more on plagiarism <https://policy.uconn.edu/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/>.

Social Justice and the Learning Environment

Our university does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodations in order to participate in this class, please advise me and make appropriate arrangements with appropriate disability services office on campus.

All Other Policies

<https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>

**Week-by-Week Schedule**

|  |  |
| --- | --- |
| Week | Lecture Topics |
| 1 | City Renaissance and Gentrification |
| 2 | Outreach & Stakeholders |
| 3 | Land Use Regulation |
| 4 | Environmental Justice |
| 5 | Environmental Resilience |
| 6 | Rezoning |
| 7 | Neighborhood Plans |
| 8 | Spring Break |
| 9 | Affordable Housing |
| 10 | Transportation Analysis |
| 11 | Economic Development |
| 12 | Financing Urban Plan |
| 13 | Urban Design & Public space |
| 14 | Neighborhood Plan Workshop |
| 15 | Final Presentation |

**2020-98 PP 5349 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15680 |
| **Request Proposer** | Alkadry |
| **Course Title** | Public Procurement and Contracting |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Public Policy > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Public Procurement and Contracting |
| **Course Number** | 5349 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Catherine F Guarino |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | cfg08002 |
| **Initiator Email** | [catherine.guarino@uconn.edu](mailto:catherine.guarino@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Alkadry |
| **Proposer First Name** | Mohamad |
| **Select a Person** | moa17009 |
| **Proposer NetId** | moa17009 |
| **Proposer Phone** | +1 959 200 3858 |
| **Proposer Email** | [mohamad.alkadry@uconn.edu](mailto:mohamad.alkadry@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lectures and discussion |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford |
| **If not generally available at all campuses, please explain why** | our graduate program is located in Hartford |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | PP 5349. Public Procurement and Contracting Three credits. Principles of contract formulation and administration in public procurement, including practices in procurement activities from the identification of the need through the close out of contact activities; best practices for effective contracting relationships between the public and private and nonprofit sectors. |
| **Reason for the course action** | This course covers a body of material not previously covered in our department, but it is important for students who are interested in state and local government and public administration more generally. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | This course will focus on best practices in contract development beginning with the procurement phase with a focus on the competitive procurement process including development of Requests for Proposal (RFP), proposal evaluation and contractor selection; contract development and negotiation and contract monitoring from contract execution to expiration. The course will include review and analysis of State of Connecticut procurement documents and contract vehicles used for the purchase of health and human services. Specifically, the anticipated outcomes of this class include: ¬ An understanding of the public procurement process ¬ An understanding of RFP best practices ¬ An understanding of the essential elements of contract development and negotiation ¬ An understanding of the fundamentals of contract monitoring and management Students will improve their critical analysis, presentation, writing and communication skills. |
| **Describe course assessments** | Practical application of best practices; case studies; presentations: 2 main projects, 2 project presentations and 4 writing assignments. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PP 5397\_Syllabus\_Spring 2020\_REVISED 02122020.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172272&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C942238c103344bdcb3bc08d7c372d9ca%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637192770357309778&sdata=ey8iYx%2FCQQ689blExUgduOuGtN200Ji0E%2FSy64Ein5w%3D&reserved=0) | PP 5397\_Syllabus\_Spring 2020\_REVISED 02122020.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Catherine F Guarino | 03/03/2020 - 15:08 | Submit |  | no other comments | | Public Policy | Kenneth J Dautrich | 03/04/2020 - 11:45 | Approve | 3/4/2020 | Approved | |

**PP 5397: Contract Management – Spring 2020**

**Wednesday 6:30 – 9:00; January 22 – May 6, 2020**

**Room 220**

Kathleen M. Brennan

Adjunct Faculty, Department of Public Policy, University of Connecticut

10 Prospect St, Hartford, CT, E-mail: [Kathleen.m.brennan@uconn.edu](mailto:Kathleen.m.brennan@uconn.edu)

Phone: (860)690-8574

Office Hours: Evenings, by appointment

**Course Description**

The purpose of this course is to introduce students to the principles of contract formulation and administration in public procurement. The growing significance of contracting out and outsourcing in the public sector requires the availability of procurement specialists that are educated and comfortable with best practices in procurement activities from the identification of the need through the close out of contact activities. Students will learn about best practices for effective contracting relationships between the public and private and nonprofit sectors.

**Course Objectives and Outcomes**

This course will focus on best practices in contract development beginning with the procurement phase with a focus on the competitive procurement process including development of Requests for Proposal (RFP), proposal evaluation and contractor selection; contract development and negotiation and contract monitoring from contract execution to expiration. The course will include review and analysis of State of Connecticut procurement documents and contract vehicles used for the purchase of health and human services. Specifically, the anticipated outcomes of this class include:

* An understanding of the public procurement process
* An understanding of RFP best practices
* An understanding of the essential elements of contract development and negotiation
* An understanding of the fundamentals of contract monitoring and management

Students will improve their critical analysis, presentation, writing a communication skills.

**Textbook**

Curry, W.S. (2016). *Contracting for services in state and local government agencies (2nd Edition).* New York, NY: Routeledge.ISBN: 978-1498738033.

**How the Course Will Work**

The class will be taught face-to-face in the classroom with student participation required. There will be interactive conversations, assigned readings, guest lecturers and review and analysis of procurement documents.

Class attendance and participation will be graded.

**Grading**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attendance and Participation** | | **40** | |
| **Writing Assignments – 40 pts each** | | **80** | |
| **Project 1 – Written** | | **50** | |
| **Project 1 – Presentation** | | **40** | |
| **Project 2 – Written** | | **50** | |
| **Project 2 – Presentation** | | **40** | |
|  | |  | |
|  | | **300** | |
| |  |  | | --- | --- | | Letter Grade | % Range | | A | 290-300 | | A- | 280-289 | | B+ | 274-279 | | B | 266-273 | | B- | 260-265 | | C+ | 254–259 | | C | 246-253 | | C- | 240-245 | | D+ | 234-239 | | D | 226-233 | | D- | 220-225 | | F | 224 or less | | |

**Attendance and Participation**

To attend classes and to participate actively in all class activities. Students are expected to complete the readings and come to class prepared with specific questions and comments. Participation is expected in every class, and is graded based on quality and frequency of participation.

**WRITING ASSIGNMENTS AND PROJECTS**

Throughout the course there will be assignments and projects that will build on the subject matter of the class. Students will be expected to prepare and submit a written response to the assignment and for certain assignments, present their response to the class. There are four (4) writing assignments – Writing Assignment 3 – Procurement Summary and Recommendation is a MANDATORY assignment. In addition, students are required to complete one additional writing assignment. Students may choose to complete more than the mandatory requirement to earn extra credit. Certain assignments may be completed in Teams.

**WRITING ASSIGNMENT 1 – Public Procurement Ethics**

Exercise 10 – Public Procurement Ethics - Roman, A and Matthews D (2018). Public Procurement: A Guide to the Body of Knowledge through Exercises and Case Studies

DUE: By 6:00 pm – Wednesday, February 12, 2020

**WRITING ASSIGNMENT 2 – Procurement Planning**

You are the Manager of the Contract Administration and Procurement Division for your agency. The Commissioner of your agency, who is new and not familiar with the development and use of procurement plans, has received notice of the Agency’s need to develop and submit a Procurement Plan for State Fiscal Years 2021 – 2023 by May 30, 2020.

The Commissioner has requested a written memo, of no more than 3 pages (double spaced) outlining the purpose of the Agency’s Procurement Plan, your thoughts on the existing planning process and the steps that you, as the Manager will take to develop and submit an effective Procurement Plan in a timely manner. This brief paper should be in the form of a professional memo and does not require heavy research nor citations. The purpose is to have students begin to think about the existing procurement process, as set forth in the OPM standards and Past Procurement Plans; to understand the purpose of procurement planning, and to offer thoughts on improvements to the existing process.

DUE: By 6:00 pm – Wednesday, February 26, 2020

**WRITING ASSIGNMENT 3 – Procurement Summary and Recommendation – MANDATORY ASSIGNMENT**

On or before March 4, 2020 I will provide a link to a Procurement Summary and Recommendations memo for a past DSS procurement. Review and assess the strength of the summary and recommendation stating whether there were flaws in the process that could open the procurement to criticism or challenge.

DUE: By 6:00 pm – Wednesday, April 1 , 2020

**WRITING ASSIGNMENT 4 – Contract Review**

On or before April 1, 2020 I will provide a contract that has been drafted by the Agency. Review from the Contractor’s perspective, request clarification as needed and offer alternate language for consideration. Assess and opine on the clarity and strength of the contract. What was done well and what could be improved?

DUE: By 6:00 pm – Wednesday, April 22, 2020

**PROJECTS**

For Projects 1 and 2 you will select and utilize Solicitation from the State Contracting Portal. Both projects require the submission of a writing and a brief presentation.

Projects 1 and 2 may be done individually or in Teams of no more than 3.

For Team presentations, it is expected that each Team member will participate in the presentation to the class.

**DUE BY FEBRUARY 19, 2020 - Individual or Team and Selection of Solicitation**

**SELECTION OF A SOLICITATION:**

Using the State of Connecticut’s Contracting Portal search Solicitations – Currently Posted and/or Under Evaluation – for any one of the following Human Services Agencies:

Department of Aging and Disability Services (formerly Department of Rehabilitation Services)

Department of Children and Families

Department of Developmental Services

Department of Housing

Department of Mental Health and Addiction Services

Department of Public Health

Department of Social Services

Office of Early Childhood

**PROJECT 1 – THE SOLICITATION PROCESS**

**Written Submission:** Review and Analyze the Solicitation against Best Practices:

DUE: By 6:00 pm on March 4, 2020

**Presentation:** Bidders’ Conference – in class March 4, 2020

**PROJECT 2 – CONTRACTOR SELECTION**

**Written Submission:**  Evaluation Plan, and Evaluation Instructions

DUE: By 6:00 pm on April 8, 2020

**Presentation:** Evaluation Team Meeting - in class on April 8, 2020

**Course Policies**

**Original Work**

The question sometimes arises whether a paper, book report, journal article or other work submitted for another class can be submitted for this class. The policy of the instructor is that papers, presentations, book reports and so forth should be original for each course and that requirements submitted must be work prepared for this course. Of course, students may build on previous work and topics as long as substantially different effort and analysis are given. Students are encouraged to consult instructors early on any issues regarding original work. This professor has zero tolerance for cheating or plagiarism. Please follow this link to read more on plagiarism <https://policy.uconn.edu/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/>.

**Social Justice and the Learning Environment**

Our university does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodations in order to participate in this class, please advise me and make appropriate arrangements with appropriate disability services office on campus.

**All Other Policies**

<https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>

**Week-by-Week Schedule**

|  |  |
| --- | --- |
| Date | **Topic** |
| 1/22 | **Course Introduction**  Welcome; Orientation and Overview of the Course  Personal Introductions and Goals for this Course |
| 1/29 | **NO CLASS – INSTRUCTOR CANCELLATION** |
| 2/5 | **Syllabus Review**  **State of Connecticut Procurement Standards** |
| 2/12 | **WRITING ASSIGNMENT 1 DUE**  **A Broad Overview of the Contracting Cycle**  Textbook - Chapter 1; Appendix A |
| 2/19 | **Competition in Contracting, Procurement Planning**  Textbook - Chapter 2 |
| 2/26 | **WRITING ASSIGNMENT 2 DUE**  **The Solicitation Process**  Textbook - Chapter 3  **Solicitation Document: Proposal Requirements and Preparation Guidelines**  Textbook - Chapter 4 |
| 3/4 | **PROJECT 1**  Bidders’ Conferences – Presentations |
| 3/11 | **Management of Pre-Proposal Communications and Evaluation of Proposals**  Textbook - Chapter 5 |
| 3/18 | **Spring Recess** |
| 3/25 | **Protests**  Textbook - Chapter 6 |
| 4/1 | **WRITING ASSIGNMENT 3 DUE - MANDATORY**  **Contract Negotiations**  Textbook - Chapter 7 |
| 4/8 | **PROJECT 2** Evaluation Team Meeting – Presentations |
| 4/15 | **Contract Document, Terms and Conditions**  Textbook - Chapters 8 & 9  Drafting Contracts’ Description of Services  Staying True to the Solicitation |
| 4/22 | **WRITING ASSIGNMENT 4 DUE**  **Contract Review, Execution**  Textbook - Chapter 11  Measuring Performance – moving towards Outcome based Performance Measures  Amendments and Revisions |
| 4/29 | **Contract Administration and Closeout**  Textbook - Chapter 12 |
|  |  |
| 5/6 | **FINAL** |

The schedule is subject to change to accommodate guest lecturers.

**2020-99 PP 5350 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15681 |
| **Request Proposer** | Brunner |
| **Course Title** | Urban and Regional Policy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Public Policy > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Urban and Regional Policy |
| **Course Number** | 5350 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Catherine F Guarino |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | cfg08002 |
| **Initiator Email** | [catherine.guarino@uconn.edu](mailto:catherine.guarino@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Brunner |
| **Proposer First Name** | Eric |
| **Select a Person** | ejb03002 |
| **Proposer NetId** | ejb03002 |
| **Proposer Phone** | +1 959 200 3795 |
| **Proposer Email** | [eric.brunner@uconn.edu](mailto:eric.brunner@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lectures and discussion |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | PP 5331 and PP 5375 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford |
| **If not generally available at all campuses, please explain why** | our graduate program is located in Hartford |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | PP 5350. Urban and Regional Policy 3 credits. Recommended Preparation: PP 5331 and PP 5375 Theories and empirical analyses related to urban and regional policy challenges. Students develop skills in employing analytical frameworks and empirical techniques to investigate urban and regional policy issues. |
| **Reason for the course action** | This course covers a body of material not previously covered in our department, but it is important for students who are interested in state and local government and public administration more generally. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | This course provides an overview of substantive urban policy issues in the United States and integrates a variety of analytical techniques used in the evaluation of public policies. Students will: (1) develop an understanding of urban economies relevant to a broad range of substantive polices areas including education, housing, immigration, redevelopment, poverty programs and technology; (2) to develop skills in the application of analytical tools (especially economic and quantitative tools) for (a) for developing and assessing policy agendas (i.e. are policy issues being defined effectively, and (b) and evaluating policies and programs. |
| **Describe course assessments** | Exams: Mid-term and Final--Essays with word limitation, take home Nature and scope of weekly readings: 100-150 pages from (1) text books (2) selected readings Nature and Scope of writing assignments: essays based on empirical analysis using set of economic structure indicators and multiple regression; technical memo Several problem sets using problems from text book. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [C&C\_Review\_Urban\_Policy\_syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172277&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C3000af95e6f941af3e1308d7c3723ae1%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637192767691012697&sdata=VV4qENMN7LjyksvDCQuD7r9aYN7DgTKeWRWXMdNG%2Fe0%3D&reserved=0) | C&C\_Review\_Urban\_Policy\_syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Catherine F Guarino | 03/03/2020 - 15:14 | Submit |  | no other comments | | Public Policy | Kenneth J Dautrich | 03/04/2020 - 11:49 | Approve | 3/4/2020 | Approved | |

**Department of Public Policy**

**Urban and Regional Policy**

**COURSE SYLLABUS**

**Fall 2020**

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| **FACULTY:** | [**Robert H Wilson**](http://www.utexas.edu/lbj/faculty/wilson.html) |
| **COURSES:** | **PP 5350** |
| **MEETING TIME:** | **W 4:00-6:30** |
| **ROOM:** | **HTB ???** |
| **OFFICE HOURS:** | **W 2:00-3:00**  **HTB 544** |
| **Email:** | [robert.h.wilson@uconn.edu](mailto:robert.h.wilson@uconn.edu) |

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**OBJECTIVES:**

Economic structure and rates of economic growth vary across geography, as observed in urban-rural, center city-suburb and interregional differentials. The course will explore the theories and empirical analyses used to explain how spatial economies function and generate public policy challenges. Students will develop skills in employing analytical frameworks and empirical techniques to investigate a set of policy issues faced by state and local governments.

The evolution of the spatial economy and urban form in the United States is discussed in the first segment of the course. Various dimensions of contemporary economic change, including globalization, technology, information and telecommunications, poverty, income distribution, and race/ethnicity inequalities, as well as their effects on cities and regions, will be examined. The following segment examines theoretical and conceptual explanations of urban and regional economic growth and uneven spatial growth. Various analytical techniques—including location quotients, input-output models, and regional econometric models—used in spatial analysis will be discussed. Then economic determinants of urban form, land use and neighborhood choice are addressed. The course then shifts to a related set of policies, first examining metropolitan governance and policy systems followed by housing and placed-based policies, urban sustainability, and economic development strategies.

The course is most appropriate for students who plan to be practitioners and/or analysts concerned with federal, state and local policies. Students should have had graduate level courses in microeconomics and multiple regression analysis prior to enrolling in this course.

**LEARNING OBJECTIVES:** This course provides an overview of substantive urban policy issues in the United States and integrates a variety of analytical techniques used in the evaluation of public policies. Students will:

1. develop an understanding of urban economies relevant to a broad range of substantive polices areas including education, housing, immigration, redevelopment, poverty programs and technology;

(2) acquire skills in the application of analytical tools (especially economic and quantative tools) for (a) for developing and assessing policy agendas (i.e. are policy issues being defined effectively, and (b) and evaluating policies and programs.

**TOPICS AND SCHEDULE:**

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| Class Date | Topic |
| 9/2  9/9 | 1. Introduction—Geography and Public Policy; Evolution of the Spatial Economy of the US  2. Globalization, Cities and the Spatial Restructuring of the United States |
| 9/16 | 3. Work, Education, Race and Poverty |
| 9/23 | 4. Urban and Regional Economic Growth |
| 9/30 | 5. Techniques of Urban and Regional Economic Analysis I: Export Base and Area Income Models, Location Quotients, and Shift-Share Analysis |
| 10/7 | 6. Neo-Classical Economic Growth Theory |
| 10/14 | 7. Techniques of Urban and Regional Economic Analysis II: Input-Output Analysis and Regional Econometric Models |
| 10/28 | 8. Interregional Disparities, Factor Mobility and Regional Development |
| 11/4 | 9. Cities and Suburbs: Determinants of Urban Form |
| 11/11 | 10. Economic Development Policy: Roles of States and Cities |
| 11/18 | [11.](file:///C:/Documents%20and%20Settings/jayv0611/Desktop/LBJ/Wilson_web/PEII/Topics/topic_F04.html#topicXI)  Housing: Markets and Policies |
| 12/2 | 12. Urban Sustainability |
| 12/9 | 13. Final Exam |
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**COURSE REQUIREMENTS AND STUDENT EVALUATION**

Students will be evaluated on seven elements--two take home exams, three technical projects, a problem set and class participation.

**UNIVERSITY POLICIES** The University of Connecticut has a number of policies regarding important issues and topics relevant to this course including: 1) Absences from Final Examinations, 2) Class Attendance, 3) Credit Hour, 4) People with Disabilities, Policy Statement, 5) Discrimination, Harassment and Related Interpersonal Violence, Policy Against,.6) the Student Code and 7)Scholarly Integrity in Graduate and Post-Doctoral Education and Research. Please visit the following website to review these policies and issues: http://provost.uconn.edu/syllabi-references/

**READINGS:**

The topics, key questions and readings for each class period are given below. The questions for each topic are intended to help guide students through the diverse and extensive readings. Students are expected to participate in class discussions and reading assignments should be completed prior to the class discussion of the topic. The readings can be found Canvas.

The primary text, recommended for purchase, for the course is:

O’Flaherty, Brendan, *City Economics* (Cambridge: Harvard University Press, 2005).

A secondary text is frequently used, but copies of readings are available on Canvas

John F. McDonald and Daniel P. McMillen, *Urban Economics and Real Estate: Theory and Policy, 2nd edition* (Malden, MA: Blackwell, 2011).

**Topic 1: Introduction to the Course and Geography and Public Policy; Evolution of the Spatial Economy of the US (September 2)**

**How does a society's economic organization affect its settlement patterns and politics? What are the sources of economic change and which factors most affect settlement patterns? How can comparative advantage affect a region's development? What roles are played by transportation systems and migration?**

***Required Readings:***

McDonald and McMillen, *Urban Economics and Real Estate*, chapters 1 and 4 (including appendix).

O’Flaherty, Brendan, *City Economics* (Cambridge: Harvard University Press, 2005), Chapters 1, 2.

Angel, Shlomo, *Planet of Cities,* (Cambridge, MA: Lincoln Land Institute, 2012). Chapters 2, 6 (skim).

**Topic 2: Globalization, Cities and the Spatial Restructuring of the U.S. Economy (September 9)**

**What are the prominent features of the contemporary global economy and patterns of urban growth? What factors are contributing to structural economic change and the emerging (referred to by some as the post-industrial or information) economy? How has the economic geography of the US, at the regional and urban level, been affected?**

***Required Readings:***

Wilson, Robert. *States and the Economy: Policymaking and Decentralization*, (Praeger, Chapter 2 (revised).

McDonald and McMillen, *Urban Economics and Real Estate*, Chap. 2 and pp. 68-70, 446-448.

United Nations, *World Urbanization Prospects: The 2015 Revision* **(**New York: United Nations, 2015). pp. 1-11 (skim).

Singer, Audrey, ["The Rise of New Immigrant Gateways"](http://www.brookings.edu/urban/pubs/20040301_gateways.pdf) Center on Urban and Metropolitan Policy, Brookings Institution, Feb, 2004.

Hall, Jeffrey, *US Metropolitan Exports, 2015*, Internatiaonl Trade Administration (Washington, DC, April 2016)

http://www.trade.gov/mas/ian/build/groups/public/@tg\_ian/documents/webcontent/tg\_ian\_003620.pdf

Katz, Bruce and Jennifer Bradley, *The Metropolitan Revolution: How Cities and Metros Are Fixing Our Broken Politics and Fragile Economy* (Washington, DC: Brookings Institutions, 2013). Chap. 2--“New York: Innovation and the Next Economy.”

***Supplemental Readings:***

Istrate, Emilia and Nicholas Marchio, “[Export Nation 2012: How U.S. Metropolitan Areas Are Driving National Growth](http://www.brookings.edu/research/reports/2012/03/08-exports)” (Washington, DC: Brookings, 2012). pp. 1-16. http://www.brookings.edu/research/reports/2012/03/08-exports

OECD. 2006. *Competitive cities in the global economy*. Paris, France: OECD Publications. Chapter 1.

Taylor, P.J., P. Ni, B. Derudder, M. Hoyler, J. Huan, and F. Wirlox. 2011. *Global urban analysis: A survey of cities in globalization.* London: Earthscan.

**Topic 3: Work, Race, and Poverty (September 16)**

**How has structural economic change affected poverty and earnings distribution? Have impacts varied by racial/ethnic group? What are the historical origins of spatial concentrations of the urban poor in ghettoes and barrios? Is the spatial distribution of poverty changing? Are patterns of racial and ethnic residential segregation changing? Do center cities provide avenues for upward mobility for lower income and immigrant groups?**

***Required Readings:***

*The State of Working America* (Economic Policy Institute) [**http://www.stateofworkingamerica.org/**](http://www.stateofworkingamerica.org/)Review material on Trends: “Income and Poverty”.

Massey, Douglas S., and Nancy A. Denton, *American Apartheid: Segregation and the Making of the Underclass* (Cambridge: Harvard University Press, 1993), Chapter 2.

Kneebone, Elizabeth and Alan Berube, *Confronting Suburban Poverty in America* (Washington, DC: Brookings Institution, 2013). Chap, 2, “Suburban Poverty, by the Numbers.”

Kneebone, Elizabeth and Richard Reeves, The Intersection of Race, Place and Multidimensional Poverty(Washington, DC: Brookings Institution, April 21, 2016). https://www.brookings.edu/research/the-intersection-of-race-place-and-multidimensional-poverty/

The Equality of Opportunity Project, Harvard University, <http://www.equality-of-opportunity.org>, “Summary of Project Findings” and “Interactive Map.”

Berube, Alan, “All Cities are Not Created Unequal,” Brookings Institution, Metropolitan Opportunities Series, February 20, 2014. <http://www.brookings.edu/research/papers/2014/02/cities-unequal-berube>

O’Flaherty, *City Economics*, Chs. 11, 12.

Autor, D. H. (2014). Skills,Education, and the Rise of Earnings Inequality among the “Other 99 Percent”. Science, 344(6186), 843-851

***Supplemental Readings:***

McDonald and McMillen, *Urban Economics and Real Estate*, Chapter 18.

Katz, Bruce and Jennifer Bradley, *The Metropolitan Revolution: How Cities and Metros Are Fixing Our Broken Politics and Fragile Economy* (Washington, DC: Brookings Institutions, 2013). Chapter 5—“Houston: El Civics.”

Congressional Budget Office *CBO: Trends in the Distribution of Household Income Between 1979 and* 2007 (Ocotber 11, 2011) pp. 1-31. <http://www.cbo.gov/doc.cfm?index=12485>

Dan Zehr, “Income divides ease in Austin, but still higher than most large metros,” Austin American Statesman (May 8, 2016). <http://digital.olivesoftware.com/Olive/APA/AustinAmericanStatesman/SharedView.Article.aspx?href=AAS%2F2016%2F05%2F09&id=Ar00210&sk=E264B566>

**Topic 4: Urban and Regional Economic Growth (September 23)**

**Why do regions export and what effect does exporting have on a region's economy? What roles do interindustry linkages play in development? How are growth prospects of a city or region related to economic structure? How do economic trends (e.g. globalization, technological and structural economic change) affect the growth prospects of regions?**

***Required Readings:***

McDonald and McMillen, *Urban Economics and Real Estate,* pp. 443-446.

Hall, Peter, *Cities in Civilization* (New York: Pantheon Books, 1998) Chapter 13.

***Supplemental Readings:***

Jacobs, J., *The Economy of Cities* (New York: Vintage Books, 1969).

Tiebout, Charles M., "The Community Economic Base Study," Supplementary Paper No. 16 (New York: Committee for Economic Development, 1962).

**Topic 5: Techniques of Urban and Regional Economic Analysis I: Location Quotient, Shift-Share Analysis and Export Base Models (September 30)**

**How can export specialization be determined from the location quotient analysis? How does the shift-share analysis decompose economic growth? What determines the level of local demand in the export base model? What are the limitations, conceptual and in terms of data requirements, of each technique?**

***Required Readings:***

McDonald and McMillen, *Urban Economics and Real Estate*, pp. 66-73, 425-429.

Handouts--Export Base and Area Income Models, Indicators of Regional Economic Structure, Shift Share Analysis, Example from St. Louis.

***Supplemental Readings:***

See Data Sources on Canvas

**Topic 6: Neoclassical Growth Theory (October 7)**

**How is economic growth modeled in the neoclassical framework? What questions are asked and what limitations are inherent in this approach? How does the consideration of agglomeration economies affect the modeling structure? What practical knowledge about metropolitan economies can be gained from current research efforts?**

***Required Readings:***

McDonald and McMillen, *Urban Economics and Real Estate,* pp. 425-26, 429-38, 448-50, 457-473.

***Supplemental Readings:***

Fujita, Masahisa, Paul Krugman and Anthony J. Venables*,* [*The Spatial Economy: Cities, Regions, and International Trade*](http://www.amazon.com/The-Spatial-Economy-Regions-International/dp/0262561476/ref=sr_1_34?ie=UTF8&qid=1372356719&sr=8-34&keywords=Paul+Krugman)(Cambridge, MA: MIT Press, 1999).

**Topic 7: Techniques of Urban and Regional Economic Analysis II: Input-Output Analysis and Regional Econometric Models (October 14)**

**How does input-output analysis incorporate interindustry linkages in the modeling of an economic system? How are multipliers derived from input-output models? How can I-O models be used in economic development planning? How can econometric modeling be applied to regional economies? What are the limitations, conceptual and in terms of data requirements, of each technique examined?**

***Required Readings:***

O’Sullivan, Arthur, *Urban Economics*, 5th ed., pp. 135-45.

McDonald and McMillen, *Urban Economics and Real Estate,* pp. 439-443.

Handouts-Input-Output Analysis, Econometric Models

Bishop, Paul, Steven Brand and Eric McVittie, [“The Use of Input-Output Models in Local Impact Analysis,”](http://weblinks2.epnet.com/resultlist.asp?tb=1&_ua=bt+ID++%22BAJ%22+shn+1+db+bthjnh+bo+B_+5724&_ug=sid+D65B38BC-4EB7-4584-96C5-86C177C23536@sessionmgr2+dbs+bth+cp+1+6283&_us=hd+False+dstb+ES+ri+KAAACB1D00061014+fcl+Aut+sm+ES+sl+-1+mdbs+bth+C019&_uh=btn+N+6C9C&_uso=st%5B0+-JN++%22Local++Economy%22++and++DT++20000901+tg%5B0+-+db%5B0+-bth+op%5B0+-+hd+False+AA7F&lfr=Hierarchical+Journal&uh=1&sci=S1) *Local Economy*, vol. 15, no. 3, 238-350.

Hirschman, A. O., *The Strategy of Economic Development* (Clinton, MA: Yale University Press, 1958)*,* pp. 109-113.

**Supplemental Readings:**

Cortright, Joseph, ["Making Sense of Clusters: Regional Competitiveness and Economic Development,"](http://www.brookings.edu/metro/pubs/20060313_Clusters.pdf) Discussion Paper, Metropolitan Policy Program, Brookings Institution, March 2006.

Miernyk, William, *The Elements of Input-Output Analysis* (New York: Random House, 1962), Chapter 2.

Glickman, Norman, *Econometric Analysis of Regional Systems* (New York: Academic Press, 1977), Section 2.4 and Chapter 3.

**Topic 8: Interregional Disparities, Factor Mobility and Regional Development (October 28)**

**What is the relationship between trade and regional specialization? Why does the mix in factors of production vary among regions? How do flows of factor of productions affect the regional economies? What will cause regional specialization to change over time? What factors determine whether regional differences increase or decrease over time? How does enhanced capital mobility affect regional development?**

***Required Readings:***

Higgins and Savoie, *Regional Development Theories and Their Application*, pp. 55-65.

Arthur O'Sullivan, *Urban Economics,* 6th ed. (Boston, MA: Irwin/McGraw-Hill, 2007), pp. 93-97.

Nelson, Arthur C., "Theories of Regional Development," in Bingham and Mier, *Theories of Local Economic Development*, pp. 27-57.

Angel, Schlomo, *Planet of Cities,* pp. 143-152.

Handout--Interregional Flow of Labor and Capital.

[Berube](http://www.brookings.edu/experts/berubea). Alan and Joseph Parilla, “Metro Trade: Cities Return to Their Roots in the Global Economy” Washington, DC: Brookings, 2012). pp. 1-16. <http://www.brookings.edu/~/media/research/files/papers/2012/11/26%20metro%20trade/26%20metro%20trade.pdf>

***Supplemental Readings:***

Myrdal, G., *Economic Theory and Underdeveloped Regions* (New York: Harper & Row, 1971), Chapter 3.

Fujita, Masahisa, Paul Krugman and Anthony J. Venables, *The Spatial Economy: Cities, Regions and International Trade* (Cambridge, MA: MIT Press, 1999).

Hirschman, A. O., *The Strategy of Economic Development,* Chapters 4 and 5.

Williamson, J., "Regional Inequality and the Process of National Development: A Description of the Patterns," *Economic Development and Cultural Change*, 13, 4 (July 1965), pp. 3-45. Also in Friedmann and Alonso, *Regional Policy Readings in Theory and Applications*, pp. 159-200.

Ganong, Peter and Daniel Shoag.”Why Has Regional Income Convergence in the U.S.

Declined?” (January 2015)

**Topic 9. Cities and Suburbs: Determinants of Urban Form** **(November 4)**

**How are cities organized spatially? What economic factors explain this organization? How is land value determined and what role does it play in urban form? What role do externalities play? What forces have led to suburbanization? Are new patterns of suburbanization appearing?**

***Required Readings:***

McDonald and McMillen, *Urban Economics and Real Estate*, Chapters 6, 7, and 8.

O’Flaherty, Brendan, *City Economics*, Chapter 6.

Anas, Alex and Richard Arnott, "[Urban Spatial Structure](http://www.jstor.org/view/00220515/di010568/01p0189y/0?config=jstor&frame=noframe&userID=8053e294@utexas.edu/018dd5534000501258362&dpi=3)," *Journal of Economic Literature*, vol. 36, no. 3, pp. 1426-1428, 1436-1444.

Lang, Robert E., *Edgeless Cities: Exploring the Illusive Metropolis,* (Washington, DC: Brookings Institution Press, 2003). Chapter 3.

Angel, Shlomo, *Planet of Cities,* (Cambridge, MA: Lincoln Land Institute, 2012), pp. 172-173, 195-201. Add 143-152.

***Supplemental Readings:***

Jackson, Kenneth T., *Crabgrass Frontier: The Suburbanization of the United States* (New York: Oxford University Press, 1985), Chapter 16.

**Topic 10: Economic Development Policy: The Roles of States, Cities and Low-Income Communities (November 11)**

**What roles do state and local government play in the economy and in the provision of economic infrastructure? What impact does competition among states and cities, as structured by the federalist system, have on economic development? Given the powerful forces of globalization, what prospects do local officials have for promoting development? What development strategies are available for low-income communities?**

***Required Readings:***

McDonald and McMillen, *Urban Economics and Real Estate*, chapter 24.

Flaherty, Brendan, *City Economics*, Chapter 18.

Adams, C. “The Meds and Eds in Urban Economic Development”, *Journal of Urban Affairs,* vol. 25, no. 5, 2003, pp 571-588*.*

Florida, Richard, *The Rise of the Creative Class: And How it is Transforming Work, Leisure, Community and Everyday Life* (New York, NY: Basic Books, 2002), Chapter 16.

Katz, Bruce and Jennifer Bradley, *The Metropolitan Revolution: How Cities and Metros Are Fixing Our Broken Politics and Fragile Economy* (Washington, DC: Brookings Institutions, 2013). Chapter 6—“The Rise of Innovation Districts.”

Vidal, A. and Keating, W. Dennis, “Community Development: Current Issues and Emerging Challenges,” *Journal of Urban Affairs*, vol. 26, no. 2 (2004), pp. 125-137.

***Supplemental Readings:***

*Strong Economies, Resilient Counties: The Role of Counties in Economic Development.* National Association of Counties, July 2014.

[**www.naco.org/strongeconomies**](http://www.naco.org/strongeconomies)

Deshpande, Manashi and Douglas W. Elmendorf, “An Economic Strategy for Investing in America’s Infrastructure,” Brookings Institution, Hamilton Project Strategy Paper, July 2008.

Benjamin, Lehn, Julia Sass Rubin, and Sean Zielenbach, “Community Development Financial Institutions: Current Issues and Future Prospects,” *Journal of Urban Affairs*, vol. 26, no. 2 (2004), pp. 177-195.

McDearman, Brad and Amy Liu, “Ten Steps to Delivering a Successful Metro Export Plan” (Washington, DC: Brookings, 2012)

<https://www.brookings.edu/research/ten-steps-to-delivering-a-successful-metro-export-plan/>

Markusen, Ann and Greg Schrock, “The Artistic Dividend: Urban Artistic Specialization and Economic Development Implications,” *Urban Studies*, vol. 43 no. 10 (September 2006), pp. 1661-1686

Wilson, Robert H., Lodis Rhodes and Norman Glickman (project directors), *Community Change in East Austin* PRP report 160 (Austin, TX: LBJ School of Public Affairs, University of Texas, 2007), Chapter 4, pp. 48-63.

McKernan, Signe-Mary, and Michael Sherraden, eds. *Asset Building and Low-Income Families* (Washington, DC: The Urban Institute Press, 2008)

**Topic 11: Housing: Markets and Policies (November 18)**

**What factors affect housing values and choices made by consumers? How do neighborhood characteristics affect housing prices? What institutions shape the housing market and why public policies in the housing needed? What forms do these policies take and how have they evolved over time? What are the causes of the current housing crisis and what have been the effects on cities?**

***Required Readings:***

O’Flaherty, Brendan, *City Economics* (Cambridge: Harvard University Press, 2005), Chapter 13 and 14.

McDonald and McMillen, *Urban Economics and Real Estate*, Chapters 9 (skim), 10 and 11.

Immergluck, Daniel. *Foreclosed: High-Risk Lending, Deregulation, and the Undermining of America's Mortgage Market* (Ithaca, NY: Cornell University Press, 2009). Chapter 5

Glaeser, Edward L. “[Rethinking the Federal Bias Toward Homeownership](http://www.huduser.org/portal/periodicals/cityscpe/vol13num2/ch1.html).” *Cityscape.* Volume 13, Num 2, 2011 <https://www.huduser.gov/portal/periodicals/cityscpe/vol13num2/ch1.html>

Hackworth, J. 2002. “Postrecession Gentrification in New York City,” *Urban Affairs Review*, vol. 37 (6), pp. 815-843 (skim).

Munnell, A. H., Tootell, G. M., Browne, L. E., & McEneaney, J. (1996). Mortgage Lending in Boston: Interpreting HMDA Data. American Economic Review, 25-53.

***Supplemental Readings:***

Bauman, John F., Roger Biles and Kristin M. Szylvian. *From Tenements to the Taylor Homes.* University Park, PA: Pennsylvania State University Press, 2000).

Vale, Lawrence J. *From the Puritans to the Projects: Public Housing and Public Neighbors.* (Cambridge, MA: Harvard University, 2000).

**Topic 12: Sustainable Cities and Managing Urban Growth (December 2)**

**What are the impacts of urban sprawl on urban land markets? Why is land use controlled by government and under what authority? How does urban form and transportation affect resource utilization? What new approaches are being adopted to manage growth and promote sustainability in cities in the US and abroad?**

***Required Readings:***

McDonald and McMillen, *Urban Economics and Real Estate*, pp112-117.

O’Flaherty, Brendan, *City Economics*, Chapter 3, 8.

Brown, Marilyn, Frank Southworth, and Andrea Sarzynski, “Shrinking the Carbon Footprint of Metropolitan America,” Brookings Institution Metropolitan Policy Program, May 2008.

Ingram, Gregory K. and Yu-Hung Hong, “Evaluating Smart Growth: State and Local Policy Outcomes,” (Boston: Lincoln Institute of Land Policy, 2009) (skim)

Wilson, Robert H and Todd Smith, “Urban Resilience to Climate Change Challenges in Africa,” in *Handbook of Cities and the Environment*, Kevin Archer and Kris Bezdecny, eds. (Edward Elgar, 2016) pp. 208-242.

UN HABITAT, *Cities and Climate Change: Global Report on Human Settlements 2011*, (Earthscan, 2011). Chapters 1 and 7 (skim).

***Supplemental Readings:***

Angel, Shlomo, *Planet of Cities,* (Cambridge, MA: Lincolon Land Institute, 2012). Chapters 15, 16.

United Nations Human Settlements Programme, *Planning Sustainable Cities: Global Report on Human Settlements 2009)* (London: Earthscan). Chapters 6 and 8.

Suzuki, Hiroaki, et al, *Eco2 Cities” Ecological Cities as Economic Cities.* Washington, DC: World Bank 2010). Chapter 1

Bicknell, Jane, David Dodman, and David Satterhwaite. *Adapting Cities to Climate Change.* (London: Earthscan, 2009). Chapter 1.

LBJ School, *State Growth Management and Open Space Preservation Policies*," PRP Series #143, 2002.

LBJ School, *Innovative Initiatives in Growth Management and Open Space Preservation,* PRP Report # 145, 2003, Chapters 1 and 4.

**2020-100 PP 5368 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15679 |
| **Request Proposer** | Alkadry |
| **Course Title** | Performance Management and Accountability |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Public Policy > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Performance Management and Accountability |
| **Course Number** | 5368 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Catherine F Guarino |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | cfg08002 |
| **Initiator Email** | [catherine.guarino@uconn.edu](mailto:catherine.guarino@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Alkadry |
| **Proposer First Name** | Mohamad |
| **Select a Person** | moa17009 |
| **Proposer NetId** | moa17009 |
| **Proposer Phone** | +1 959 200 3858 |
| **Proposer Email** | [mohamad.alkadry@uconn.edu](mailto:mohamad.alkadry@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture and discussion |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford |
| **If not generally available at all campuses, please explain why** | our graduate program is located at the Hartford campus |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | PP 5368. Performance Management and Accountability Three credits. Logic and application of measurement to managing the performance of programs and enhancing public accountability. Topics include performance frameworks, including program logic models and results-based accountability, and performance data visualizations and dashboards. |
| **Reason for the course action** | This course covers a body of material not previously covered in our department, but it is important for students who are interested in state and local government and public administration more generally. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Student will know: • Different Performance Frameworks • Principles of Results Based Accountability • Challenges Related to Third Party Service Provision • Approaches to budgetary, performance and financial monitoring • Assumptions underlying Cost Benefit Analysis and Return on Investment • Approaches to identifying priorities in the budget process • Linkage Between Budgeting, Planning, and Performance Student will be able to: • Build a logic model • Build a Results Based Accountability Framework • Identify Potential Performance Measures • Operationalize Performance Measures • Build Performance Reports/Dashboards • Analyze Performance Data/Diagnose Performance Problems • Write a request for proposal for services • Develop a program monitoring plan |
| **Describe course assessments** | There will be 8 assignments, many of which will involve the use of excel to compile data, analyze data, and create charts and other data visualizations. The non-excel assignments focus on implementing concepts and processes learned in class. The weekly readings are drawn from a widely recognized book on performance measurement. The book chapters align with the performance development process, and students are assigned a chapter a week. A companion book, which provides more examples and case studies, is also used. A related chapter in that book is also assigned weekly. Supplemental readings on special topics (usually a journal article) are assigned periodically as needed. The mid-term exam will include some short answer questions, some problems, and a few short essays. The short answer questions are intended to ensure students have a solid understanding of foundation performance terms. The problems are related to different measurement operationalization, data compilation and analysis tasks. The short essays are intended to gauge the depth of the students’ understanding of key performance concepts. The final project will integrate the performance development process, culminating with a populated performance dashboard. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [perfmanandaccountsyllabus1\_23\_2020 copy.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172271&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C26ae1f6db9f54c8fd9eb08d7c3728fa7%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637192769110751648&sdata=rx5dxXYS0ug0XA7cJzK7DYQzDTZ1r0LmyoaWmAUqnVU%3D&reserved=0) | perfmanandaccountsyllabus1\_23\_2020 copy.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Catherine F Guarino | 03/03/2020 - 15:02 | Submit |  | no other comments | | Public Policy | Kenneth J Dautrich | 03/04/2020 - 11:42 | Approve | 3/4/2020 | Approved | |

**Course Title: Performance Management and Accountability**

**Ron Schack, Ph.D.** [**Ronald.schack@uconn.edu**](mailto:Ronald.schack@uconn.edu) **860-478-7847 Office Hours Thurs. 5-6 and by appt.**

This course will focus on the practical aspects of performance management and accountability. We will start with the basic question: “Why measure performance?” and explore performance management as one aspect of management. We will then move on to examine different performance frameworks. From there, we will learn the different components of the performance measurement development process, including:

* measurement development
* operationalization
* data collection
* data compilation
* various aspects of reporting (including how reporting performance measures for management and stakeholders differ, and practical ways to develop performance dashboards)
* basic performance diagnostic and problem-solving techniques
* linking performance, budgeting and planning
* cost measurement and performance management
* performance based contracting and performance monitoring
* how performance measurement supports program evaluation
* performance measurement and data democracy

Throughout the course will we practically apply what we are learning using Microsoft Excel. Students with little Microsoft Excel experience are encouraged to explore introductory on-line Excel tutorials. However, anything required to complete assignments will also be explained in class.

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|  |  | **Assignments** | **Readings** |
| Jan 23 | Week 1: Course Overview  The Case For Performance Measurement?  Why Are Performance Data Often Overlooked or Ignored? | **Assignment 0: Excel Warm Up** | Hatry, Chapter 1.  Schack, Chapter 2.  McIntyre and Schack, 2018 |
| Jan 30 | Week 2: Performance Frameworks  The Logic of Performance Measurement  Developing Logic Models  Theories of Change | **Assignment 1:**  **Developing A Program Logic Model** | Hatry, Chapter 2.  Schack, Chapter 4.  Kaplan and Norton  Kania and Kramer  Malaeyeff |
| Feb 6 | Week 3: Developing Performance Measures, Part 1  RBA  Population v. Performance  Types of Performance Measures | **Assignment 2: Identifying Potential Population Indicators** | Hatry, Chapters 3-5.  Friedman, Chapter 1-3 |
| Feb 13 | Week 4: Developing Performance Measures, Part 2  Context Measures  Intermediate Outcome Measures  Measures For Internal Business Units  Context Measures  Evidence Based Standards |  | Schack, Chapter 6.  Hatry, Chapter 6.  Friedman, Chapter 4.  Pawson, Chapter 6. |
| Feb 20 | Week 5: Collecting, Compiling, and Integrating Performance Data | **Assignment 3: Data Collection and Data Integration in Excel** | Hatry Chapter 7.  Schack, Chapter 10. |

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| Feb 27 | Week 6: Performance Reporting, Data Visualization, and Developing Performance Dashboards; Benchmarking | **Assignment 4: Developing A Performance Dashboard** | Hatry, Chapters 8 and 9.  Schack, Chapter 6.  Tufte |
| March 5 | Week 7:  Analyzing Performance Data and Diagnosing Performance Issues | **Assignment 5: Analyzing Data To Diagnose Performance Problems** | Hatry, Chapter 8.  Schack, Chapters 8 and 9.  Friedman  Bressard and Ritter (Entire)  Cohen, March and Olsen  Malayeff |
| March 12 | **Week 8: Mid Term** |  |  |

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| **March 15-21** | **Spring Recess** |  |  |
| March 26 | March 26 Week 9: Performance Budgeting; Linking Planning, Budgeting and Performance Management |  | Schack, Chapter 11.  Kahneman, Tversky and Slovic  Kaplan and Andersen  Lindbloom  Levitan, Chapter 27  Maro, Cinquini, and Grossi |
| April 2 | March 30 Week 10: Performance Monitoring; Analyzing Cost and Performance Data Together | **Assignment 6: Analyzing Cost Data** |  |
| April 9 | April 9 Week 11: Performance Contracting | **Assignment 7: Developing a performance-oriented Request For Proposal (RFP).** | Commons, McGuire, and Riordan  Martin |
| April 16 | April 16 Week 12: Sustaining Performance Management Efforts, | **Assignment 8: Developing a Monitoring Plan** | McIntyre and Schack, 2019  Hatry, Chapter 13.  Schack, Chapter. 14. |
| April 23 | Week 13: Course Wrap Up |  |  |
| April 30 | Week 14: Final Project Due |  |  |

**Textbooks:**

Hatry, Harry, Performance Measurement: Getting Results. Washington, DC, Urban Institute, 2006. (required)

Schack, Ronald, Confessions of a Data Scientist…or Warrior Priest: Lessons from 25 Years of Data Science, Performance Measurement, and Decision Support. Lulu Press, 2019. (required)

Carlberg, Konrad, Statistical Analysis: Microsoft Excel 2016. Indianapolis, Que Publishing, 2018. (recommended).

Friedman, Mark, Trying Hard Is Not Good Enough. Sante Fe: Trafford Press, 2006. (recommended).

**Book Chapters and Articles:**

Brassard, Michael and Ritter, Diane. (1994). The Memory Jogger II. Methuen, MA, Goal /QPC

Commons, Margaret, McGuire, Thomas, and Riordan, Michael (1997), “Performance Contracting for Substance Abuse Treatment”, HSR: Health Services Research, Volume 32:5.

Cohen, March, and Olsen (1972) “The Garbage Can Theory of Organizational Choice,” Administrative Science Quarterly, Volume 17, No.1, Pages 1-25.

Iswari, Lizda, Fudholi, Thomas, Adita, Silfa. (2019) “Dashboarding the maternal and child health profiles for health,” IOP Conference Series: Materials Science and Engineering.

Kahneman, Tversky, and Slovic, (1977). Judgment Under Uncertainty: Heuristics and Biases, New York.

Kania, John, and Kramer, Mark (2011). “Collective Impact,” Stamford Social Innovation Review, Winter.

Kaplan, R.S. and Anderson, S.R. “Time-driven activity-based costing.” Harvard Business Review, November 2004, Volume 82, Issue 11, p. 131

Kaplan, Robert S., and Daniel P. Norton (1992). "The Balanced Scorecard - Measures That Drive Performance," *Harvard Business Review*, January-February. Pp. 71-79.

Kravchuk, Robert S. and Schack, Ronald W., “*Designing Performance Measurement Systems Under the Government Performance and Results Act of 1993*,” Public Administration Review, May/June, 1996.

Levitan, Daniel J (2002). Foundations of Cognitive Psychology, Core Readings. London: MIT Press., Chapter 27.

Lindblom, Charles E., “The Science of Muddling Through,” Public Administration Review, Vol. 19, No. 2 (Spring, 1959), pp. 79-88

Malaeyeff, John (2007). “Improving Service Delivery in Government with Lean Six Sigma.“ IBM Center For The Business of Government.

Martin, Lawrence (2005) Performance-Based Contracting for Human Services, Administration in Social Work, 29:1, 63-77, DOI: [10.1300/J147v29n01\_05](https://doi.org/10.1300/J147v29n01_05)

Mauro, Sara Giovanna, Cinquini, Lino , Grossi, Giuseppe (2017) Insights into performance-based budgeting in the public sector: a literature review and a research agenda, Public Management Review, 19:7, 911-931, DOI: [10.1080/14719037.2016.1243810](https://doi.org/10.1080/14719037.2016.1243810)

McIntyre, Anne, and Schack, Ronald, “Turning Data Anxiety into Data Enthusiasm,” Presentation to Public Performance Conference, Suffolk University, Boston, September, 2018.

McIntyre, Anne, and Schack, Ronald, “Don’t Throw The Baby Out With The Bathwater—Keys To Sustaining Performance Management Efforts,” Presentation to Public Performance Conference, Suffolk University, Boston, September, 2019.

Pawson, Ray (2006). Evidence-based Policy: A Realist Perspective. Sage Publications, Thousand Oaks, CA

Tokola, Henri, Groger, Christoph, Eeva, Jarbenpp, Esko, Niemo, (2016). “Designing Manufacturing Dashboards on basis of a Key Performance Indicator Survey,” 49th CIRP Conference on Manufacturing Systems.

Tufte, Edward (1983). The Visual Display of Quantitative Information. Cheshire, CT: Graphics Press.

Womack, James P. and Jones, Daniel T., (1996). Lean Thinking: Banish Waste and Create Wealth in Your Corporation. New York: Simon and Schuster.

**Assignments and Grading**

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| --- | --- | --- |
| Class Attendance and Participation | 10 Points | 10% |
| Eight Assignments | 5 Points Each | 40% |
| Mid Term Exam | 30 Points | 25% |
| Final Project | 30 Points | 25% |
|  |  | 100% |

Most of the assignments will be done in Microsoft Excel. We will go over the formulas and “tricks” you need in Excel prior to the assignment. The midterm will be short answer, a few problems and short essays. The final project will integrate the performance measurement selection, operationalization, compilation, analysis, and report tasks.

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| **Knowledge and Skills Acquired** | Weeks |
| Performance Frameworks | 1,2, |
| Developing Performance Measures | 1,2,3,4,8,10,11,12 |
| Collecting, Compiling, and Reporting Performance Data | 5 |
| Data Display and Visualization | 2,3,8,9,10 |
| Analyzing Performance Data | 6,7,10 |
| Diagnosing Performance Problem | 7 |
| Linkage Between Planning, Performance, and Budgeting | 5,6 |
| Performance Monitoring | 6,9 |
| Performance Contracting | 10,11 |
| Sustaining Performance Management Efforts | 12 |

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| **By the end of this course, you should know the following:** | Week | Assignments |
| Different Performance Frameworks | 1-4 | 1, 2 |
| Principles of Results Based Accountability | 5 | 3 |
| Challenges Related to Third Party Service Provision | 11 | 4 |
| Approaches to budgetary, performance and financial monitoring | 8,10 | 6 |
| Assumptions underlying Cost Benefit Analysis and Return on Investment | 8 | 5 |
| Approaches to identifying priorities in the budget process | 1-4, 9, 11 | 1, 2, 6 |
| Linkage Between Budgeting, Planning, and Performance | 5,6,8 |  |
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| **By the end of this course, you should be able to do the following:** |  |  |
| Build a logic model | 2 | 1 |
| Build a Results Based Accountability Framework | 3,4 | 1,2 |
| Identify Potential Performance Measures | 3,4 | 1 |
| Operationalize Performance Measures | 4,5 | 2 |
| Build Performance Reports/Dashboards | 6,7 | 4 |
| Analyze Performance Data/Diagnose Performance Problems | 7 | 5 |
| Write a request for proposal for services | 11,12 | 7 |
| Develop a program monitoring plan | 10 | 8 |

**Course Revisions with Description Change**

**2020-101 ARTH/HRTS 3575 Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8416 |
| **Request Proposer** | Orwicz |
| **Course Title** | Human Rights and Visual Culture |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Art and Art History > School of Fine Arts > GEOC > Return > Art and Art History > Human Rights > School of Fine Arts > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | ARTH |
| **School / College** | School of Fine Arts |
| **Department** | Art and Art History |
| **Course Subject Area #2** | HRTS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Human Rights |
| **Reason for Cross Listing** | Content is always equally relevant to ARTS and HRTS |
| **Course Title** | Human Rights and Visual Culture |
| **Course Number** | 3575 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revisions have been made to this course to include digital media. The course has also been enhanced to be included in the CA 1 category of the General Education Requirements. Work on making these revisions was funded by a Provost's General Education Course Enhancement Grant which I was awarded on December 22, 2016. |

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| **CONTACT INFO** | |
| **Initiator Name** | Michael R Orwicz |
| **Initiator Department** | Art and Art History |
| **Initiator NetId** | mro02003 |
| **Initiator Email** | [michael.orwicz@uconn.edu](mailto:michael.orwicz@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | No |
| **General Education Competency** |  |
| **Environmental Literacy** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 3-hours of lecture per week; students will undertake multi-modal projects. |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Open to juniors and above. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty expertise is housed in Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | ARTH 3575. Human Rights and Visual Culture (Also offered as HRTS 3575.) Three credits. Three hours of lecture. Prerequisites: Open to sophomores or higher. The problematics of visual representation and media in defining, documenting and visualizing human rights and humanitarianism from the 19th century birth of photography to 21st century social media. |
| **Provide proposed title and complete course catalog copy** | ARTH 3575. Human Rights, Digital Media, Visual Culture (Also offered as HRTS 3575.) Three Credits. Three hours of lecture. Prerequisite: Open to juniors or higher. The problematics of digital media and visual representation in conceptualizing, documenting, and visualizing human rights and humanitarian issues. CA 1. |
| **Reason for the course action** | This redesigned course will: 1) broaden the Art History course offerings in the CA I category of the General Education curriculum by providing the first Content Area 1 3000-level Art History class that is open to all university students. 2) provide students with the analytical tools to interpret the visual and aesthetic components of digital image production and circulation. This will fill a much needed gap in the existing courses in human rights taught across various campus departments and programs by addressing the specificity of the images' visual elements and their effects. 3) add an important dimension to the Human Rights program's courses which at present do not address digital imagery in the manner proposed by this course. 4) diversifies the courses available to students in Digital Media and Design and the Department of Art and Art History, and provides students in DMD and the Design Program a historical and analytical framework for assessing visual images. 5) extend the campus-wide engagement with Human Rights. |
| **Specify effect on other departments and overlap with existing courses** | The initial version of this course is cross listed with the Human Rights program as HRTS 3575. The program has been consulted about the proposed version and enthusiastically welcomes this revised course. C&C Representatives from Digital Media and Design note there is no course overlap and that this course would be a welcome addition, providing helpful "foundations in historical and theoretical approaches to visual culture" to their curriculum. |
| **Please provide a brief description of course goals and learning objectives** | This course investigates the visual character of imagery, and the various ways in which digital and social media are deployed to construct, sustain, or contest and repudiate human rights/humanitarian claims. Students will explore how the production and circulation of digital images has worked to redefine the bearers of human rights, unsettle conventional notions of victim, witness, perpetrator, citizen, and promoted new modes of engagement. Level I Objectives: Students will acquire knowledge and comprehension of the language, objectives, and techniques of analyzing visual forms as a mode of communication across multiple visual media; acquire the ability to transfer these concepts from one medium to another, and to from one digital platform to another; acquire the ability to analyze aesthetic/visual practices as a means of interrogating and critiquing political, social, cultural or behavioral norms using the principles and strategies of the aesthetic; identify and analyze works by contemporary visual artists who draw on technologies of digital and social media to explore rights related issues; the ability to explain fundamental human rights principles (e.g. Universal Declaration of Human Rights); to identify and explain historical developments in human rights and humanitarian responses to specific issues or events, and to analyze their related visual responses. Level II Objectives: Students will acquire skills of analytical thinking, evaluation, and judgment; ability to to contextualize knowledge historically; to assess and apply core concepts developed in the course; to draw concepts and methodologies from other disciplines into the course framework. |
| **Describe course assessments** | Six short response papers (3-4pgs each) analyzing a scholarly/critical article assigned weekly; four in-class quizzes and/or formal analyses will be required; and an essay-based midterm and final exams. A research project and research paper (7-10pgs) as well as an in-class presentation are also mandatory For details concerning weekly readings, guidelines for writing assignments, etc, see the attached course syllabus. |
| **General Education Goals** | 1. Become articulate: In stressing written work, formal in-class presentations and class discussions, this course pushes students to consider and debate the social and political conditions that give rise to humanitarian and human rights violations, and the visual strategies deployed by digital and other media in responding to them. By grappling with the ethical, moral and aesthetic questions surrounding the visualization of human suffering and humanitarian crises, students learn how formulate and articulate issues that are sensitive, volatile, and which demand a clear and reasoned argument. 2. Acquire intellectual breadth and versatility; 3. Acquire critical judgment: I see these goals as working in tandem. Questions about the deep causes of humanitarian crises, the appropriate means of representing them, and what effect –if any—visual images have, demand contextual thinking and a broadly critical understanding. (This is particularly true dehistoricizing and decontextualizing tendencies of digital culture.) Both require a geopolitical grasp that connects the local (ie. national histories, economies, gender, race and class relations) to global interests that inform strategies of visual representation at the heart of this course. Students will be asked to think contextually, to pose questions, and develop their own ideas as to how the visual mediates our understanding of the local/global interchanges in which images circulate. 4. Acquire moral sensitivity: The course addresses a number of complex ethical issues concerning visual representations of human subjects, and the “aesthetics” of human suffering. Questions such as who has the right to have human rights, who deserves humanitarian action, what moral conditions separate “victims” from “perpetrators,” will be discussed in class. In considering the various strategies that visual artists and human rights advocates have taken to negotiating these issues, students have an opportunity to confront their own ideas about history, power, visual art, and the ethical implications of visual representation. 5. Acquire awareness of their age and society: In following a thematic format, students will learn about changing visual tactics, and artistic strategies in relations to important social and political issues. They will consider how digital technologies are constantly reinventing –for better or worse— attitudes toward humanitarian solidarity. A large part of the class is devoted to today’s the “post-humanitarian” turn; to the of branding human rights, and its thematic links to entertainment and spectacle. 6. Acquire consciousness of the diversity of human culture and experience: The cultural and social breadth of the human communities examined in this course, and the range of the artistic and aesthetic forms developed in response to human rights crises, will expand students awareness of diverse cultural experiences and expressions. 7. Acquire a working understanding of the processes by which they can continue to acquire and use knowledge: The course will develop students' skills of visual literacy, critical interpretation of how visual culture operates, inspire lifelong appreciation of art and aesthetic creativity generally, and provide a deep understanding of human rights and its legacy. |
| **Content Area: Arts and Humanities** | Content Area I : Arts and Humanities The course examines aesthetic/artistic traditions and visual culture more broadly, within an explicitly humanist and humanitarian context. Students will acquire a deep understanding of the vital role that visual images have played in defining a politics of humanitarianism in the 20th and 21st centuries. They explore the complex means by which the visual arts engaged and moved viewers to empathize with victims in the name of human solidarity, and how the radical transformation of visual strategies engendered by digital media and associated commercial technologies have generated a complex and problematic environment for visualizing human rights in a global context. Work by contemporary visual artists whose aesthetic practices engage human rights issues features prominently in this course. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ORWICZ. ARTH 3575 & HRTS 3575 HR.DM.VC. SYLLABUS 12.8.19.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F167042&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C5d8ebb51de43434ff6bf08d7bae41fbf%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637183361307764534&sdata=9v4OcPi8xSwJ9dLUJjP1qUmPblUT6%2BVKAQwMdOBLRFA%3D&reserved=0) | ORWICZ. ARTH 3575 & HRTS 3575 HR.DM.VC. SYLLABUS 12.8.19.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Michael R Orwicz | 09/15/2018 - 12:39 | Submit |  | Dear Kathryn, Laurie, and Yan, I would greatly appreciate if if your committee could put this course through the C&C review and bring it forward for a faculty vote at the next faculty meeting. I'm very keen that as a Gen Ed. course, the CAR pass the SFA review very soon, and receive Senate for approval in time for Spring 2019. I sincerely apologize for the pressure I'm putting you under. Michael | | Art and Art History | Kathryn M Myers | 09/20/2018 - 10:11 | Approve | 9/19/2018 | The departmental C&C committee approved this and it will be forwarded for faculty discussion and approval at the 9-26 faculty meeting | | School of Fine Arts | Cora L Deibler | 12/11/2018 - 13:02 | Approve | 12/10/2018 | Approved by SFA C+C and Faculty. | | GEOC | Karen C McDermott | 01/11/2019 - 15:19 | Status received | ‎1‎/‎11‎/‎2019 | This course will be added to the GEOC docket for their next meeting. Please be aware that many courses undergo a two-step review process, and you may be contacted if the committee has questions or requests revisions. | | GEOC | Eric T Schultz | 01/29/2019 - 13:22 | Status return to initiator | 1/29/2019 | The proposal needs to be modified to indicate two subject areas, as this is a cross-listing with HRTS | | Return | Michael R Orwicz | 09/16/2019 - 16:43 | Resubmit |  | The CAR for ARTH 3575 / HRTS 3575 has been revised to indicate that course content is equally relevant to both departments, and the course should be cross-listed. | | Art and Art History | Kathryn M Myers | 10/22/2019 - 10:32 | Return | 10/22/2019 | Michael would like to make an additional change to the proposal to add enrollment restrictions. | | Art and Art History | Kathryn M Myers | 10/22/2019 - 13:19 | Resubmit |  | I am restricting enrollment in this course to juniors and above. Sophomores must seek instructor's permission to enroll. | | Art and Art History | Kathryn M Myers | 11/07/2019 - 11:42 | Approve | 11/7/2019 | Faculty voted unanimously by email vote for the amendment to Professor Orwicz's proposal for registration restrictions. | | Human Rights | Cesar Abadia-Barrero | 11/08/2019 - 14:01 | Approve | 11/8/2019 | The undergraduate committee of the Human Rights Institute also approved unanimously the proposed restrictions. | | School of Fine Arts | Louis R Hanzlik | 12/13/2019 - 12:18 | Approve | 12/12/2019 | This course was unanimously approved by the School of Fine Arts C&C Committee on November 22, 2019, and by the School of Fine Arts Faculty on December 12, 2019. | |

**2020-102 MCB 5299 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15513 |
| **Request Proposer** | Daggett |
| **Course Title** | Current Topics in Cell Biology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Current Topics in Cell Biology |
| **Course Number** | 5299 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | changing course details |

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| **CONTACT INFO** | |
| **Initiator Name** | David A Knecht |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | dak02007 |
| **Initiator Email** | [david.knecht@uconn.edu](mailto:david.knecht@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Daggett |
| **Proposer First Name** | David |
| **Select a Person** | dfd09003 |
| **Proposer NetId** | dfd09003 |
| **Proposer Phone** | +1 860 486 2361 |
| **Proposer Email** | [david.daggett@uconn.edu](mailto:david.daggett@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 18 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 1 |
| **Instructional Pattern** | seminar/journal club/discussion |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | No |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | S/U |
| **Rationale for S/U Grading** | Graduate students are expected to attend and present and participate, but need not be evaluated. It is a necessary skill for all graduate students to be knowledgable about the literature and their field of interest as well as be generally knowledgable, so this type of course helps students to develop the ability to critically read papers from the literature and present information to their peers. |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This is the only Cell Bio grad program |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | MCB 5299. Current Topics in Cell Biology 1.00 - 2.00 credits | May be repeated for a total of 8 credits. Prerequisites: None. Grading Basis: Graded Discussion of papers from recent literature. Topics include cytoskeletal function, cell motility, gene expression, and signal transduction, with special focus on their relationship to development, the immune system, and cancer. |
| **Provide proposed title and complete course catalog copy** | MCB 5284. Current Topics in Cell Biology 1.00 credit | May be repeated for a total of 6 credits. Prerequisites: None. Grading Basis: S/U Discussion of papers from recent literature. Topics include cytoskeletal function, cell motility, gene expression, and signal transduction, with special focus on their relationship to development, the immune system, and cancer. |
| **Reason for the course action** | The instructors have found it difficult to find a good way to determine a letter grade for this type of course and the grad program does not find it important. Also, all of the other "journal club" courses in the MCB Department are S/U. Two small changes are also made: reducing max number of credits to 6 (as this is now always a one-credit course) and renumbering to reflect S/U grading. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Learn to read and present papers from the literature and improve general knowledge. |
| **Describe course assessments** | none |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Daggett journal club 2020 Syllabus.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F171776&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C10d519663cbe46402ee108d7be4b3b60%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637187102637425563&sdata=NYbM5oRkXn6y3R6P5G1bIRakZ1I0X1mxK6%2FhmhQS%2BTM%3D&reserved=0) | Daggett journal club 2020 Syllabus.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David A Knecht | 02/26/2020 - 16:37 | Submit |  | MCB C&C approves | | Molecular and Cell Biology | David A Knecht | 02/28/2020 - 11:03 | Approve | 2/28/2020 | MCB approves | |

**2020-95 PNB 2250 Add Course (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15751 |
| **Request Proposer** | Divino |
| **Course Title** | Comparative Animal Physiology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Physiology and Neurobiology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PNB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Physiology and Neurobiology |
| **Course Title** | Comparative Animal Physiology |
| **Course Number** | 2250 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is a minor revision to an existing course (Animal Physiology, PNB2250) |

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| **CONTACT INFO** | |
| **Initiator Name** | John M Redden |
| **Initiator Department** | Physiology and Neurobiology |
| **Initiator NetId** | jmr08017 |
| **Initiator Email** | [john.redden@uconn.edu](mailto:john.redden@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Divino |
| **Proposer First Name** | Jeffrey |
| **Select a Person** | jed09014 |
| **Proposer NetId** | jed09014 |
| **Proposer Phone** | +1 860 486 4319 |
| **Proposer Email** | [jeffrey.divino@uconn.edu](mailto:jeffrey.divino@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 60/120 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | BIOL1107 |
| **Corequisites** | none |
| **Recommended Preparation** | BIOL1108 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | The PNB department is located at the Storrs campus only |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | PNB2250. Animal Physiology. 3.00 Credits. Prerequisites: BIOL 1107 and either BIOL 1108 or 1110. Grading Basis: Graded. Physiological Mechanisms and regulation in vertebrate animals. |
| **Provide proposed title and complete course catalog copy** | PNB2250. Comparative Animal Physiology. 3.00 Credits. Prerequisites: BIOL 1107. Recommended preparation: BIOL1108. Grading Basis: Graded. An introduction to comparative animal physiology, emphasizing the evolutionary impacts of diverse physical, chemical, and environmental factors on vertebrates and invertebrates. |
| **Reason for the course action** | The revised PNB major will no longer require BIOL1108. PNB2250 is currently the only course offered in PNB that has BIOL1108 as a prerequisite. When the major plan of study revision goes into effect, keeping 1108 as a prerequisite would prevent many PNB majors from enrolling in PNB2250. |
| **Specify effect on other departments and overlap with existing courses** | We do not anticipate any impact on other departments as this course is currently being taught. This has been confirmed with the biology departments and the biology director. |
| **Please provide a brief description of course goals and learning objectives** | Students will learn the mechanisms, integration, and diversity of animal physiology in an evolutionary context. Principal themes cover the: 1. Mechanisms underlying fundamental physiological processes shared across animal taxa 2. Multi-level integration, regulation, and ontogeny of physiological systems 3. Divergence of physiological adaptations that evolved to overcome different ecological challenges 4. Distinctions between physiological strategies adopted by invertebrates and vertebrates Primary learning objectives are to understand the structure and function of complex physiological systems and how they integrate to perform essential life processes. We will also explore how physiological solutions have diverged across animal phylogeny to become optimized for specific environments. Additional goals include identifying physiological tradeoffs and performance constraints that restrict evolution of physiological designs, as well as characterizing the importance of physiological plasticity for responding to environmental changes. |
| **Describe course assessments** | Assignments: -Hourly exams (x 4 units) -Cumulative final (25% covered on each unit) -Reading questions (x 11 chapters) -HuskyCT unit quizzes (x 4 units) -Participation (e.g., iClicker Qs & response cards) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PNB2250\_Syllabus\_s20.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172819&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ccaf7afdca18b4096639108d7c6162972%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637195670797801023&sdata=lsWyd%2FcunAPLSvwG2XBPzohuZopJhicZSlbbQF60FmI%3D&reserved=0) | PNB2250\_Syllabus\_s20.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | John M Redden | 03/09/2020 - 12:41 | Submit |  | Approved by PNB faculty 3/6, C&C rep 3/11 | | Physiology and Neurobiology | John M Redden | 03/11/2020 - 15:02 | Approve | 3/11/2020 | none | |

*Comparative Animal Physiology* (PNB 2250) Syllabus

*Last Revised*: February 28, 2020

Course Information and Meeting Times

|  |  |
| --- | --- |
| **Course Title** | *Animal Physiology* ([PNB 2250](https://catalog.uconn.edu/pnb/#2000-level)); now offered in both spring & fall semesters (in addition to Summer Session I) |
| **Credits** | 3 |
| **Prerequisites** | One full year of an introductory biology course with a laboratory (e.g., BIOL 1107 & 1108); additional coursework in physiology, evolution, and zoology preferred |
| **Lecture Classroom** | Torrey Life Sciences Building, Room 111 (TLS 111); M,W,F 11:15 am – 12:05 pm |

Course Description, Themes, and Learning Objectives

In this comparative physiology course, students will learn the mechanisms, integration, and diversity of animal physiology in an evolutionary context. Principal themes cover the:

1. Mechanisms underlying fundamental physiological processes shared across animal taxa
2. Multi-level integration, regulation, and ontogeny of physiological systems
3. Divergence of physiological adaptations that evolved to overcome different ecological challenges
4. Distinctions between physiological strategies adopted by invertebrates and vertebrates

Primary learning objectives are to understand the structure and function of complex physiological systems and how they integrate to perform essential life processes. We will also explore how physiological solutions have diverged across animal phylogeny to become optimized for specific environments. Additional goals include identifying physiological tradeoffs and performance constraints that restrict evolution of physiological designs, as well as characterizing the importance of physiological plasticity for responding to environmental changes.

Active learning is encouraged through in-class demonstrations, student response questions, and discussions.

Instructor Contact Information

|  |  |
| --- | --- |
| **Lecturer** | **Dr. Jeffrey Divino**, Assistant Professor in Residence, Dept. of Physiology & Neurobiology |
| **Email** | [jeffrey.divino@uconn.edu](mailto:jeffrey.divino@uconn.edu) (*preferred means of communication*) |
| **Telephone** | 860-486-4708 |
| **Office** | Torrey Life Sciences, Room 19 (TLS 19) |
| **Mailbox** | TLS 71 |
| **Office Hours/ Availability** | **Wednesdays & Fridays, 12:05 pm – 2:00 pm**, or by appointment |

HuskyCT Course Page

This course is facilitated online using the BlackBoard learning management platform [HuskyCT](http://learn.uconn.edu/) (accessible via your UConn NetID credentials) and will serve as the hub for all course-related correspondence, online assignments, study materials, and grades.Please check this site regularly for new announcements, including any schedule changes or lecture cancellations.The most up-to-date version of the course syllabus will be posted on HuskyCT. Uploaded documents, such as lecture slide shows, that I have edited will be marked with revision dates, so that you can make sure that you have downloaded the latest version.

Required Readings and Supplementary Course Materials

1. **Top Hat** ***Comparative Animal Physiology* course pack**. This custom-built, interactive e-textbook can be accessed by [logging into the Top Hat platform](https://app.tophat.com/login) using your account credentials after buying a registration code, which is far cheaper than standard science textbooks. (Code cards may also be purchased through the UConn Bookstore, though at a markup.) The Top Hat Course Join Code for this PNB 2250 section is **707281** (unique course URL: <https://app.tophat.com/e/707281>). Support for creating a Top Hat account and accessing the course can be found in the [Student Quick Start Guide](https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide).

**Crivello, J & Redden J. 2019**. *Comparative Animal Physiology*. Top Hat e-book. ISBN: 978-1-77330-570-7

1. **Recommended Textbooks**.A comprehensive textbook on comparative physiological systems of animals is recommended, but not required. Two recently-published textbooks on animal physiology are Moyes and Schulte (2016), hereafter “M & S”, and Sherwood et al. (2013):

**Moyes CD & Schulte PM. 2016**. *Principles of Animal Physiology*. 3rd ed. Pearson. Toronto, Canada. 750 pp. ISBN: 978-0321838179 [[hummingbird cover art]](https://www.pearson.com/us/higher-education/program/Moyes-Principles-of-Animal-Physiology-Plus-Companion-Website-with-Pearson-e-Text-Access-Card-Package-3rd-Edition/PGM60586.html)

**Sherwood L, Klandorf H, & Yancey PH. 2013**. *Animal Physiology: from Genes to Organisms*. 2nd ed. Brooks/Cole-Cengage Learning. Belmont, CA. 816 pp. ISBN: 978-0840068651 [[owl cover art]](https://www.cengage.com/c/animal-physiology-from-genes-to-organisms-2e-sherwood)

I may occasionally draw upon figures from either of these textbooks in class, but the material covered in each book strongly overlaps. Students seeking to purchase either of these books may be able to find a used copy for sale, or alternatively, rent it or pay for an e-subscription. In addition, a physical copy of each of these textbooks will be placed on course reserve in the Homer Babbidge Library. You can sign out a reserve copy for 3-hr intervals, which you can extend if no classmate wants to study the book at that time.

1. **Journal Articles &** **Web Resources**. Additional course readings will be accessible on the HuskyCT portal, such as PDFs of primary literature and internet links to interactive media or videos.
2. **Lecture Slideshows**. Lecture slides will be made available, typically in advance of the lecture, in PDF form and downloadable from the HuskyCT site. I will clearly mark any updated versions of my slideshows, which will replace original uploads.

Copyright Rules for Course Content

My lecture presentations, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I have made them prior or during my lecture in order to ensure that I obtain copyright protection. Students can download and print my presentations and take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. If you wish to record my lectures, please notify me at the beginning of the semester to obtain consent. You may NOT copy or share class recordings or any other course-related materials – be it my own intellectual property or reproductions of textbook pages or figures - especially if for commercial use.All quiz and exam questions are to be considered confidential and their distribution to other individuals or posting online is prohibited. Furthermore, the use of course materials from past semesters obtained from peers or downloaded from the internet is banned.

Policy on Electronic Devices in the Classroom

Electronic devices, such as laptops and smartphones, are permitted in lecture and may sometimes be necessary for performing in-class activities. However, out of respect for your instructor and to prevent distraction among your peers, phones should be silenced, and texting and all web browsing not related to the course is prohibited.

**Evaluation of the Course and Instructor**

Students will be provided an opportunity to evaluate the course curriculum and the effectiveness of its instruction using the University's online [Student Evaluation of Teaching](http://www.oir.uconn.edu/set) (SET) system, which are administered by the[Office of Institutional Research and Effectiveness](http://www.oire.uconn.edu/) (OIRE). Completing this survey, especially providing comments, is an extremely valuable tool for improving this class! The students’ rating of an instructor’s teaching provides essential quantitative data to compare performance among individual hires, as well as mean departmental scores.

Evaluations are submitted anonymously and are not accessible to the instructors until after grades have closed.

Additional, informal surveys/class polls may also be administered during the semester as a means for acquiring immediate course feedback.

Animal Physiology (PNB 2250) Course Outline and Calendar – Spring 2020 (*subject to change*)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day** | **Date** | **Lecture** (TLS 111) | **Readings** (M&S; Top Hat) | **Assignment Due** |
| W | Jan 22 | Instructor & Course Introduction | Syllabus & course websites | Response cards |
| F | Jan 24 | Evolution of Physiological Designs | Ch. 1; Ch. 1 |  |
| M | Jan 27 | Radiation of Animal Body Plans | Ch. 2; Ch. 1 |  |
| W | Jan 29 | Fundamental Cell Physiology | Ch. 3; Ch. 1 | *Top Hat Ch. 1* |
| F | Jan 31 | Cell Signaling & Hormones | Ch. 4; Ch. 10 |  |
| M | Feb 3 | Neurophysiology | Ch. 5; Ch. 8 | *Top Hat Ch. 8* |
| W | Feb 5 | Muscle Physiology, Part 1 | Ch. 6; Ch. 7 |  |
| F | Feb 7 | Muscle Physiology, Part 2 & review | Ch. 6; Ch. 7 | HuskyCT Quiz 1 |
| M | Feb 10 | **Lecture Exam 1** | **Study Guide 1** |  |
| W | Feb 12 | Sensory Perception I | Ch. 7; Ch. 11 |  |
| F | Feb 14 | Sensory Perception II | Ch. 7; Ch. 11 |  |
| M | Feb 17 | Sensory Perception III | Ch. 7; Ch. 11 |  |
| W | Feb 19 | Sensory Perception IV & Synthesis | Ch. 7; Ch. 11 | *Top Hat Ch. 11* |
| F | Feb 21 | Nervous System I | Ch. 8; Ch. 10 |  |
| M | Feb 24 | Nervous System II & Synthesis | Ch. 8; Ch. 10 | *Top Hat Ch. 10* |
| W | Feb 26 | Circulation I | Ch. 9; Ch. 3 |  |
| F | Feb 28 | Circulation II | Ch. 9; Ch. 3 | *Top Hat Ch. 3* |
| M | Mar 2 | Circulation III & Synthesis | Ch. 9; Ch. 3 | HuskyCT Quiz 2 |
| W | Mar 4 | **Lecture Exam 2** | **Study Guide 2** |  |
| F | Mar 6 | Respiration I | Ch. 11; Ch. 2 |  |
| M | Mar 9 | Respiration II | Ch. 11; Ch. 2 |  |
| W | Mar 11 | Respiration III | Ch. 11; Ch. 2 |  |
| F | Mar 13 | Respiration IV & Synthesis | Ch. 11; Ch. 2 |  |
| *M,W,F* | *Mar 16-20* | **~ Spring Break ~ *No classes*** | --- | ---- |
| M | Mar 23 | Immunity I | Ch. 10 | *Top Hat Ch. 2* |
| W | Mar 25 | Immunity II & Synthesis | Ch. 10 |  |
| F | Mar 27 | Ion & Water Balance I | Ch. 13; Ch. 6 |  |
| M | Mar 30 | Ion & Water Balance II | Ch. 13; Ch. 6 | *Top Hat Ch. 6* |
| W | Apr 1 | Ion & Water Balance III | Ch. 13; Ch. 6 | HuskyCT Quiz 3 |
| F | Apr 3 | **Lecture Exam 3** | **Study Guide 3** |  |
| M | Apr 6 | Digestion & Energy Metabolism I | Ch. 14; Ch. 4 |  |
| W | Apr 8 | Digestion & Energy Metabolism II | Ch. 14; Ch. 4 |  |
| F | Apr 10 | Digestion & Energy Metabolism III & Synthesis | Ch. 14; Ch. 4 | *Top Hat Ch. 4* |
| M | Apr 13 | Thermal Physiology I | Ch. 15; Ch. 5 |  |
| W | Apr 15 | Thermal Physiology II | Ch. 15; Ch. 5 |  |
| F | Apr 17 | Thermal Physiology III & Synthesis | Ch. 15; Ch. 5 | *Top Hat Ch. 5* |
| M | Apr 20 | Locomotion I | Ch. 12; Ch. 7 |  |
| W | Apr 22 | Locomotion II | Ch. 12; Ch. 7 |  |
| F | Apr 24 | Locomotion III & Synthesis | Ch. 12; Ch. 7 | *Top Hat Ch. 7* |
| M | Apr 27 | Reproductive Physiology I | Ch. 16; Ch. 9 | *Top Hat Ch. 9* |
| W | Apr 29 | Reproductive Physiology II & Synthesis | Ch. 16; Ch. 9 | HuskyCT Quiz 4 |
| F | May 1 | **Lecture Exam 4** (*make-up date during Final*) | **Study Guide 4** |  |
| **TBA** | **TBA** | **Cumulative Final Exam on Units 1-4** | **Study Guides 1-4** | Finals Week = May 4-9 |

Course Grading Overview

The graded assignments for this course are worth a total of 700 points, broken down as follows:

|  |  |
| --- | --- |
| Lecture Assignment | Points |
| Hourly exams (x 4 units) | 400 (100 each) |
| Cumulative final (25% covered on each unit)\* | 100 |
| Top Hat chapter questions (x 11 chapters) | 100 |
| HuskyCT unit quizzes (x 4 units) | 80 (20 each) |
| Participation (e.g., iClicker Qs & response cards) | 20 |
| *LECTURE TOTAL* | *700* |

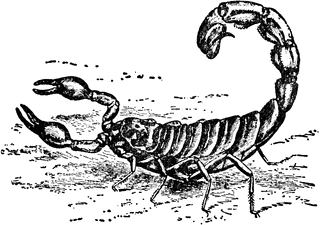
\* In the event of an unforeseen class cancellation, Lecture Exam 4 will be given during the final exam period.



Grading Scale:

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade (%)** | **Points** | **Letter Grade** | **GPA** |
| 93-100\* | 651-700 | A | 4 |
| 90-92.9 | 630-650 | A- | 3.7 |
| 87-89.9 | 609-629 | B+ | 3.3 |
| 83-86.9 | 581-608 | B | 3 |
| 80-82.9 | 560-580 | B- | 2.7 |
| 77-79.9 | 539-559 | C+ | 2.3 |
| 73-76.9 | 511-538 | C | 2 |
| 70-72.9 | 490-510 | C- | 1.7 |
| 67-69.9 | 469-489 | D+ | 1.3 |
| 63-66.9 | 441-468 | D | 1 |
| 60-62.9 | 420-440 | D- | 0.7 |
| ≤59.9 | ≤419 | F | 0 |

\* There is no A+ (97-100%) distinction in UConn’s letter-grade system.



Because the extra credit offered in this course amounts to a maximum of half a letter grade (see below), final grades are inflated and therefore will NOT be rounded up.

Assignment Information

Exams (500 pts total): There will be an hourly exam accompanying each of the four course units, in addition to an equally-weighted cumulative final of similar length. Due to the large enrollment, the format of the exam questions will be primarily multiple choice, with some True/False, and matching, and recorded on Scantron® answer sheets. To better assess learning, I may include a limited number of diagram labeling as well. Graded exam packets may be reviewed during office hours, but remain in the possession of the instructor.

You should be prepared to be tested on anything discussed in class, assigned readings, and materials posted on HuskyCT, such as links to research papers or videos. Comprehensive study guides will be provided for each course unit to clarify main topics covered and emphasize which concepts are important to understand for the test.

**HuskyCT Quizzes (80 pts total)**: There will be four online quizzes taken through HuskyCT spaced between the lecture exams to provide an opportunity to review the recent lecture material and take practice exam-style questions. Question format will consist of multiple choice (including some with more than one correct answer), matching, ordering, and True/False.

Each quiz will be released (or “go live”) on HuskyCT and will be available to take online during a multi-day window prior to exams. They are open-notes, but students must work individually. One re-take is allowed, and the higher score of the two attempts will be recorded automatically in the grade book. After the quiz deadline passes, answer keys will be visible for reviewing purposes.

**Top Hat Assessments (100 pts total)**: You are required to log-in to Top Hat’s *Comparative Animal Physiology* course and complete the questions embedded in each chapter of the e-book as they are assigned for Homework. Chapters will become visible as we cover the material in lecture (see Course Calendar). Homework deadlines are neatly tracked in Top Hat’s calendar; they are typically set for midnight on Saturday unless a lecture exam is scheduled, in which case questions are due ~48 hrs before the test, so that students can see the correct answers in Review mode. Your responses to the homework questions will be scored for correctness (with two attempts given), in addition to base participation marks, and imported into the course gradebook maintained on HuskyCT.

Top Hat Classroom will also be used for tracking lecture attendance.

**Participation (20 pts)**: Student participation will be gauged periodically throughout the semester by several means, including in-class verbal or written responses and [iClicker](http://cetl.uconn.edu/educational-technologies/clickers/) questions. Clicker responses are synced directly to the course page on HuskyCT: new columns will be generated in the gradebook for each session. To receive credit, you must register your clicker into the Blackboard/LMS system. This can be done by selecting the “i>clicker Student Registration” link on the course page and entering the unique ID number of your remote. (You do not need to perform this step separately for each class in which you are enrolled, so long as your instructors are synchronizing their gradebooks.) Your clicker must also be set to the same frequency channel of my base station receiver, which is **AB**.

Although notification may be given when iClicker questions will be administered in lecture, it is a good policy to always bring your iClicker device to class regardless. Note that you have the potential to earn more participation points than will count as part of your grade requirement (see Extra Credit subsection below). That way, you will not necessarily be penalized for occasional absences or clicker forgetfulness. *Dishonest sharing of clickers among classmates for the purpose of receiving points without attending class is considered cheating, both for the absentee student and the one who responded on their behalf (see Student Code section below). Consequently, both violators will forfeit all participation points for the semester*.

Assignment Feedback and Grade Postings:Students can easily view their grades received on individual assignments and cumulative point total for the course by logging into HuskyCT and accessing “My Grades”. Descriptive statistics on class-wide grade distributions on exams, quizzes, and other major assignments will also be visible for tracking relative performance. Every effort will be made to post scores promptly and to respond to emailed questions or provide feedback on written work within 7-10 days of submission. Immediately notify me if you have any concerns over marking accuracy.

Extra Credit Opportunities: Students have two ways of receiving extra credit in this course as a means of recouping lost points on graded assignments. First, any additional lecture participation points received above a 20-point ceiling will be counted as bonus points. This policy holds for electronically-submitted iClicker or Top Hat Classroom questions, as well as written response cards.

Moreover, students who complete **ALL** of the questions assigned in the 11 chapters of the *Comparative Animal Physiology* Top Hat e-book - even if incorrect - will receive 20 bonus points added to their overall grade.

*Note*: Reserving time to meet with me in-person during my office hours or special appointments does not accrue any additional points towards your grade. Such a practice would be dishonest and unfair.

Policies on Assignment Deadlines, Absences, and Scheduling Changes

Assignment Due Dates: All course due dates are identified either in the syllabus, handouts, or through HuskyCT announcements. (Deadlines are based on Eastern Standard Time.) I have attempted to avoid scheduling exams and presentations on major religious holidays, but I reserve the right to change due dates as the semester progresses, which I will communicate to the class beforehand.

Late Submission Policies: Assignments turned in after deadline will not be accepted. Top Hat chapter questions and online quizzes taken on HuskyCT cannot be submitted after their availability expires. There are no make-up lecture exams for unexcused absences. Deadline extensions and makeup work may be authorized by the instructor in cases of a legitimate absence, preferably providing me advance notice (see below).

Excused Absences: Missed exams or other assignments can only be accommodated for legitimately-excused absences, such as for a medical or family emergency, participation in extra-curricular activities, or for religious observances. You must notify me of any planned absence at least 24 hours in advance. Make-up exams may be in a different format and should be completed within 5 days of the original examination date. Depending on the circumstances, smaller assignments may be exempted from the student’s gradebook altogether.Providing appropriate documentation verifying the reason for your absence is preferred, e.g., a medical note from [Student Health Services](http://shs.uconn.edu/) (SHS) or the athletic department.

Final Exam Policies: *The final exam in this course is proportionally cumulative, consisting of questions from each of the four* *units*. The week of final examinations has been designated on the University’s [Academic Calendar](https://registrar.uconn.edu/academic-calendar/). However, the official course-specific final exam schedule will not be released until later in the term, whereupon it can be viewed online by logging into the Student Center of the [Student Administration System](https://studentadmin.uconn.edu/) or through the [Office of the Registrar](https://registrar.uconn.edu/exams/).

In accordance with UConn policy, all students are required to be available for their final exam and/or complete any assessment during the time stated. If you have a conflict with this time or have “bunched finals” you must obtain official permission to schedule a make-up exam with the [Office of Student Support and Advocacy](http://www.ossa.uconn.edu/) (OSSA). If permission is granted, OSSA will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.

Notification of School Closures & Emergency Preparedness: In case of inclement weather, a natural disaster, or a campus emergency, the University communicates through email and text message. Students are encouraged to sign up for alerts through [UConn Alert](http://alert.uconn.edu) to be notified of class cancellations. Students should be aware of emergency procedures, and further information is available through the website of the [Office of Emergency Management](http://publicsafety.uconn.edu/emergency/).

Academic Support Resources

**UConn Libraries**

Take advantage of all the services that the UConn library offers for academic research and writing:

* [UConn Library homepage](http://lib.uconn.edu/) (includes links to science journal subscriptions and search databases)
* [Biology Subject Guide](https://guides.lib.uconn.edu/biology) (contains a wealth of research information and contact information for PNB/MCB Librarian Jennifer Chaput and EEB Librarian Carolyn Mills)
* [Citation Guides](https://guides.lib.uconn.edu/citationguides) (includes links to common citation styles and how to appropriately integrate sources)

**Writing Guidance**

You can receive expert help with your written work from the [Writing Center](http://www.writingcenter.uconn.edu), which runs regular tutorials for students. Visit the web site to make an appointment. The Center has a section of its web site devoted specifically to advice on [writing in biology](http://writingcenter.uconn.edu/writing-in-biology/) with a lot of superb information. Review this site during the first two weeks of the semester as it will serve you well for course assignments. Pay particular attention to the "[Practical Guide to Reading the Primary Literature in Biology](http://writingcenter.uconn.edu/wp-content/uploads/sites/593/2014/06/Practical_Guide_to_Reading_the_Primary_Literature_in_Biology.pdf)" PDF.

**Technological Software and Skills Required**

For this course, you will need access to the following technologies:

* Word processing software, [Adobe Acrobat Reader](https://get.adobe.com/reader/), and internet access
* Specialized presentation software related to course assignments, such as PowerPoint or Slides

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](http://geoc.uconn.edu/computer-technology-competency/) page for more information. To be successful in this course, you will need the following technical skills:

* *Basic computing*: Copy and paste text, graphics or hyperlinks; use electronic mail with attachments
* Save and transfer files in commonly used program formats (DOC, PDF, etc.)

**Technology Assistance**

[Technology and Academic Help](http://ecampus.uconn.edu/help.html) provides a starter’s guide of FAQs to technical and academic assistance. If you have difficulty accessing HuskyCT, students can receive live, in-person, support options available during regular business hours in the Digital Learning Center ([www.dlc.uconn.edu](http://www.dlc.uconn.edu/)). Students also have 24x7 access to live chat, phone and support documents through [www.ecampus24x7.uconn.edu](http://www.ecampus24x7.uconn.edu/).

**Academic Calendar**

The University's [Academic Calendar](http://www.registrar.uconn.edu/calendar.htm) contains important dates during this semester.

**Adding, Dropping, or Withdrawing from a Course**

The Add/Drop deadline is 10 school days after the start of classes (see [Calendar](https://registrar.uconn.edu/academic-calendar/)). If you should decide to add or drop a course, there are official procedures to follow:

* Matriculated students should add or drop a course through the [Student Administration System](https://student.studentadmin.uconn.edu/CSGUECC/signon.html).
* Non-degree students should refer to the [Non-Degree and Visiting Student Services](http://nondegree.uconn.edu/application-registration/) page of the registrar’s website site for more information.

Dropping a course after the Add/Drop deadline will require signed paperwork and result in a **Withdrawal (W)** recorded on your academic record. You must officially drop a course to avoid receiving an "F" on your transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. Course **Incompletes (I)** will *only* be approved by the course instructor for extenuating circumstances. For more information, see the [Undergraduate Catalog](http://catalog.uconn.edu/).

**Students with Disabilities**

The University of Connecticut is committed to assuring that the learning environment is accessible to all students and to protecting the rights of individuals with all forms of disability. If you anticipate or experience physical or academic barriers based on disability, injury, or pregnancy, you should immediately register with the [Center for Students with Disabilities](http://www.csd.uconn.edu/) (CSD) through their online service called MyAccess. Students with previously-diagnosed disabilities are required to submit medical documentation to the CSD for verification and need for academic accommodations (see the [Document Guidelines](http://csd.uconn.edu/documentation-guidelines/)). The CSD will maintain confidentiality and will not disclose any information pertaining to a student’s disability to faculty unless we have written permission from the student.

The CSD will inform faculty of the classroom and testing accommodation(s) it has determined the student needs to access an equal opportunity education and assist with arranging reasonable and appropriate accommodations. Instructors cannot grant student requests for academic accommodations without a letter from the CSD. Students lacking medical documentation can submit their confidential request to the CSD, which can provide individualized services and refer them to an appropriate evaluation center on campus. Contact the CSD at (860) 486-2020 or

[csd@uconn.edu](mailto:csd@uconn.edu) for more information or to schedule an office appointment (Wilbur Cross Building, Room 204).

**Mental Health and Personal Well-being**

Students who become overwhelmed with stress, anxiety, loneliness, or depression - or who are concerned about the wellness of a classmate - should visit UConn’s [Counseling and Mental Health Services](https://counseling.uconn.edu/) (CMHS). They offer a multitude of evaluation, therapy, substance abuse, and stress-relief services. Confidential office appointments can be scheduled by calling (860) 486-4705. This number also serves as an emergency hotline available 24/7 for crisis support. You can also dial 911 for mental health emergencies, such as having suicidal thoughts.

Student Standards and Codes of Conduct

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. The Office of the Provost created a [References for Syllabi](https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/) webpage provides a brief overview and links to important standards, policies, and resources available to help you succeed in your academic work, such as:

* The Student Code
* Class Attendance
* Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities
* Absences from Final Examinations
* Policy Statement on People with Disabilities
* Policy Against Discrimination, Harassment and Related Interpersonal Violence

**Student Code of Conduct**

Students are responsible for acting in accordance with the University’s Community Standards, which includes [The Student Code](http://community.uconn.edu/the-student-code-preamble/). Review and become familiar with these expectations. Common examples of academic misconduct include:

* *Requesting* or *receiving* unauthorized assistance on individually-assigned academic work.
* Using electronic devices to cheat on exams by accessing the internet, stored data, or illegally-obtained answer keys, or by communicating with others.
* *Knowingly providing* answers or other assistance to classmates on graded assignments.
* Assuming another identity to submit graded work (e.g., written or HuskyCT exams, iClicker responses) on behalf of a classmate.
* Posting and distributing copyrighted course materials (e.g., lecture slide shows, handouts, exams, or publishers’ material) to others in hardcopy form or especially on social media or other online sites, even if not for a profit.
* Any attempt made by students to improve their own academic performance, or that of a peer, by improperly seeking to influence faculty or administration (e.g., through bribery or threats).
* Committing plagiarism (see below).

**Academic Integrity Statement and Plagiarism**

I expect all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of science, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn’s [guidelines for academic integrity](http://community.uconn.edu/the-student-code-appendix-a/).

Cheating and plagiarism are taken very seriously at the University of Connecticut, as it does throughout academia. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

* [Plagiarism Resources](http://lib.uconn.edu/about/get-help/writing/plagiarism-resources/) for students and faculty by UConn Libraries
* [How to Recognize Plagiarism](https://www.indiana.edu/~istd/overview.html) tutorial by Indiana University School of Education

**Professional Communication and “Netiquette”**

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide: [The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html).

**Policy against Discrimination, Harassment, and Related Interpersonal Violence**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at [equity.uconn.edu](http://equity.uconn.edu/) and [titleix.uconn.edu](http://titleix.uconn.edu/).

**Routine Business (Take a look, please, especially if in your area)**

**Revise Major/Minor/MA**

**2020-103 GEOG Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 2/9/2020

2. Department or Program: Geography

3. Title of Major: BS in Geography

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): ASAP

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: Add existing courses to the list of courses that may be counted towards the major.

# Existing Catalog Description of Major

Bachelor of Sciences

The B.S. degree requires 31 credits in 2000-level or above geography courses and 12 credits of closely related course work in other departments. B.S. majors must complete a basic core of three courses: [GEOG 2100](https://catalog.uconn.edu/GEOG/#2100) or [2200](https://catalog.uconn.edu/GEOG/#2200), [2300](https://catalog.uconn.edu/GEOG/#2300), and [2500](https://catalog.uconn.edu/GEOG/#2500). B.S. majors must take 21 additional credits in Geography, including at least four courses from either “methods” courses (choice of [GEOG 2505](https://catalog.uconn.edu/GEOG/#2505), [2410](https://catalog.uconn.edu/GEOG/#2410), [2510](https://catalog.uconn.edu/GEOG/#2510), [3420](https://catalog.uconn.edu/GEOG/#3420), [3500Q](https://catalog.uconn.edu/GEOG/#3500Q), [3505](https://catalog.uconn.edu/GEOG/#3505), [3510](https://catalog.uconn.edu/GEOG/#3510), [4230](https://catalog.uconn.edu/GEOG/#4230), [4515](https://catalog.uconn.edu/GEOG/#4515), or [4520](https://catalog.uconn.edu/GEOG/#4520)), or “physical” courses (choice of [GEOG 2310](https://catalog.uconn.edu/GEOG/#2310), [3310](https://catalog.uconn.edu/GEOG/#3310), [3400](https://catalog.uconn.edu/GEOG/#3400), [3410](https://catalog.uconn.edu/GEOG/#3410), [3420](https://catalog.uconn.edu/GEOG/#3420), [3505](https://catalog.uconn.edu/GEOG/#3505), [4230](https://catalog.uconn.edu/GEOG/#4230), or [4300](https://catalog.uconn.edu/GEOG/#4300)), in addition to one “W” course, in consultation with their departmental advisor.

# Proposed Catalog Description of Major

Bachelor of Sciences

The B.S. degree requires 31 credits in 2000-level or above geography courses and 12 credits of closely related course work in other departments. B.S. majors must complete a basic core of three courses: [GEOG 2100](https://catalog.uconn.edu/GEOG/#2100) or [2200](https://catalog.uconn.edu/GEOG/#2200), [2300](https://catalog.uconn.edu/GEOG/#2300), and [2500](https://catalog.uconn.edu/GEOG/#2500). B.S. majors must take 21 additional credits in Geography, including at least four courses from either “methods” courses (choice of [GEOG 2505](https://catalog.uconn.edu/GEOG/#2505), [2410](https://catalog.uconn.edu/GEOG/#2410), [2510](https://catalog.uconn.edu/GEOG/#2510), [3420](https://catalog.uconn.edu/GEOG/#3420), [3500Q](https://catalog.uconn.edu/GEOG/#3500Q), [3505](https://catalog.uconn.edu/GEOG/#3505), [3510](https://catalog.uconn.edu/GEOG/#3510), [4230](https://catalog.uconn.edu/GEOG/#4230), [4515](https://catalog.uconn.edu/GEOG/#4515), or [4520](https://catalog.uconn.edu/GEOG/#4520)), or “physical” courses (choice of [GEOG 2310](https://catalog.uconn.edu/GEOG/#2310), [3310](https://catalog.uconn.edu/GEOG/#3310), [3400](https://catalog.uconn.edu/GEOG/#3400), [3410](https://catalog.uconn.edu/GEOG/#3410), [3420](https://catalog.uconn.edu/GEOG/#3420), [3505](https://catalog.uconn.edu/GEOG/#3505), [4230](https://catalog.uconn.edu/GEOG/#4230), or [4300](https://catalog.uconn.edu/GEOG/#4300)), in addition to one “W” course, in consultation with their departmental advisor. Based on content, GEOG 4093, GEOG 4095, GEOG 4098 may be used towards the methods or physical requirements in the major with advisor consent*.*

# Justification

1. Reasons for changing the major: To capture course offerings that we had not initially included in the plan of study.

2. Effects on students: Allows a wider range of options such as independent study, internships, and foreign study to be counted towards credit requirements if they are considered, by the advisor, to have contained appropriate content.

3. Effects on other departments: None

4. Effects on regional campuses: None

5. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee: 2/11/2020

    Department Faculty: 2/12/2020

6. Name, Phone Number, and e-mail address of principal contact person:

Carol Atkinson-Palombo, [carol.atkinson-palombo@uconn.edu](mailto:carol.atkinson-palombo@uconn.edu), 860-486-3023.

**2020-104 Interpreting Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 2/27/20

2. Department or Program: ASLN

3. Title of Minor: Interpreting Between American Sign Language and English

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall 2020

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: We would like to add the following: “or another course approved by the minor advisor.”

# Existing Catalog Description of Minor

All students enrolled in this minor are required to complete the following four courses (12 credits): [ASLN 2500](https://catalog.uconn.edu/ASLN/#2500), [2600](https://catalog.uconn.edu/ASLN/#2600), [2700](https://catalog.uconn.edu/ASLN/#2700), [2800](https://catalog.uconn.edu/ASLN/#2800).

Beyond these, students must complete one additional course from the following list (3 credits): [ASLN 3305](https://catalog.uconn.edu/ASLN/#3305), [3295](https://catalog.uconn.edu/ASLN/#3295), [3298](https://catalog.uconn.edu/ASLN/#3298), or [3299](https://catalog.uconn.edu/ASLN/#3299) with approval of minor advisor; [LING 2850](https://catalog.uconn.edu/LING/#2850).

Only one overlapping course may be used by students doing a minor in both American Sign Language/Deaf Studies and Interpreting American Sign Language and English.

This minor is offered by [American Sign Language Studies.](http://asl.uconn.edu/)

# Proposed Catalog Description of Minor

All students enrolled in this minor are required to complete the following four courses (12 credits): [ASLN 2500](https://catalog.uconn.edu/ASLN/#2500), [2600](https://catalog.uconn.edu/ASLN/#2600), [2700](https://catalog.uconn.edu/ASLN/#2700), [2800](https://catalog.uconn.edu/ASLN/#2800).

Beyond these, students must complete one additional course from the following list (3 credits): [ASLN 3305](https://catalog.uconn.edu/ASLN/#3305), [3295](https://catalog.uconn.edu/ASLN/#3295), [3298](https://catalog.uconn.edu/ASLN/#3298), or [3299](https://catalog.uconn.edu/ASLN/#3299) with approval of minor advisor; [LING 2850](https://catalog.uconn.edu/LING/#2850), or another course approved by the minor advisor.

Only one overlapping course may be used by students doing a minor in both American Sign Language/Deaf Studies and Interpreting American Sign Language and English.

This minor is offered by [American Sign Language Studies.](http://asl.uconn.edu/)

# Justification

1. Reasons for changing the minor: Students will benefit with greater flexibility of course offerings that are related to interpreting such as (but not limited to) ASLN 3850 Cultural and Linguistic Variations in the Deaf Community, LING 3850 Structure of ASL, or ASLN 3650 Deaf Writers and ASL Literature. This will not impact the required four courses of the minor (ASLN 2500, 2600, 2700 and 2800).

2. Effects on students: None

3. Effects on other departments: None

4. Effects on regional campuses: None

5. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee:

    Department Faculty: 2.27.2020

6. Name, Phone Number, and e-mail address of principal contact person: Linda Pelletier, linda.pelletier@uconn.edu

**2020-105 Marine Biology Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 3/15/2020

2. Department or Program: Marine Sciences

3. Title of Minor: Marine Biology

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall 2020

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: Change elective courses, restrictions, and description

# Existing Catalog Description of Minor

Marine Biology Minor

Marine Biology

This minor requires at least 15 credits of 2000-level or above course work.

Required courses are: MARN 3014/EEB 3230; MARN 4010\*

In addition, students must take at least three of the following courses\*\*: MARN 3012/5012 or EEB 4275; MARN 3015/5015; MARN 3030/5032; MARN 3017/5017; MARN 3811; MARN 4018/5018 or EEB 4200; MARN 5016; EEB 3250. Students may use MARN 3893, 4893, 4895, 4898, or other MARN courses towards one or more of these electives with prior approval of the Department Head.

\* Students who have taken both MARN 2002 and 3001 may substitute these for MARN 4010

\*\* Marine Sciences majors may use only one 2000-level or above MARN elective course to count for both the major and the Marine Biology minor.

The minor is offered by the Marine Sciences Department.

# Proposed Catalog Description of Minor

Marine Biology Minor

The Marine Biology minor is a unique interdisciplinary minor that provides a foundation in the study of marine organisms and their behaviors and interactions with the environment.

This minor requires at least 15 credits of 2000-level or above course work.

Required courses:

MARN 3014/EEB 3230

MARN 4010

In addition, students must take at least three electives from the following courses:

MARN 2801WE

MARN 3012\* or MARN 5012\* or EEB 4275

MARN 3015\* or MARN 5015\*

MARN 3017\* or MARN 5017\*

MARN 3811\*

MARN 3812\*

MARN 4018\* or MARN 5018\* or EEB 4200

MARN 4210Q\*

EEB 3250

GSCI 4130

MCB 3849W

NRE 2345

Electives may include another 2000-level or above course from within the Department of Marine Sciences or from another Department with the written pre-approval of the coordinator of the minor.

\*Course offered only at the Avery Point campus

The minor is offered by the Department of Marine Sciences. Students may not count the same course towards the Marine Sciences minor or the Marine Sciences major offered by the Department of Marine Sciences.

# Justification

1. Reasons for changing the minor: We want to include more flexibility in the minor such that additional course offerings are presented at Storrs and that the coordinator can have flexibility to approve relevant elective courses within and outside of the Department. We also wanted to make it easier to identify which courses are only taught at Avery Point and ensure there are appropriate exclusions for the new Marine Sciences minor and major.

2. Effects on students: More elective options and coordinator flexiblity

3. Effects on other departments: Some elective courses are offered in other departments, as this is an interdisciplinary minor.

4. Effects on regional campuses: Many of the courses are only taught within Marine Sciences at Avery Point.

5. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee:3/15/2020

    Department Faculty: pending

6. Name, Phone Number, and e-mail address of principal contact person:

Heidi Dierssen, heidi.dierssen@uconn.edu, 401-74-16759.

**2020-106 PNB Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 3/13

2. Department or Program: Physiology and Neurobiology

3. Title of Major: Physiology and Neurobiology

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall 2021

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: Modification of the plan of study (specifically to related courses *and* courses in major)

# Existing Catalog Description of Major

This major leads to a Bachelor of Science, and is suitable for students interested in the physiology and neurobiology of humans and animals. Coursework and independent study opportunities span the fields of comparative physiology, neurobiology, molecular endocrinology, reproductive endocrinology, developmental neurobiology and neurochemistry.

The following 1000’s level courses are required:

* [BIOL 1107](https://catalog.uconn.edu/BIOL/" \l "1107), [1108](https://catalog.uconn.edu/BIOL/#1108);
* [CHEM 1124Q](https://catalog.uconn.edu/CHEM/#1124Q)–[1126Q](https://catalog.uconn.edu/CHEM/#1126Q) or [1127Q](https://catalog.uconn.edu/CHEM/#1127Q)–[1128Q](https://catalog.uconn.edu/CHEM/#1128Q);
* [MATH 1131Q](https://catalog.uconn.edu/MATH/#1131Q)–[1132Q](https://catalog.uconn.edu/MATH/#1132Q) or [1125Q](https://catalog.uconn.edu/MATH/#1125Q)–[1126Q](https://catalog.uconn.edu/MATH/#1126Q)–[1132Q](https://catalog.uconn.edu/MATH/#1132Q);
* [PHYS 1201Q](https://catalog.uconn.edu/PHYS/#1201Q)–[1202Q](https://catalog.uconn.edu/PHYS/#1202Q)–[1230](https://catalog.uconn.edu/PHYS/#1230) or [1401Q](https://catalog.uconn.edu/PHYS/#1401Q)–[1402Q](https://catalog.uconn.edu/PHYS/#1402Q) or [1601Q](https://catalog.uconn.edu/PHYS/#1601Q)–[1602Q](https://catalog.uconn.edu/PHYS/#1602Q).

PNB majors must take no fewer than 24 credits in PNB courses numbered 2000 and above. This must include all of the following core courses:

* [PNB 2274](https://catalog.uconn.edu/PNB/" \l "2274)–[2275](https://catalog.uconn.edu/PNB/#2275), [3251](https://catalog.uconn.edu/PNB/#3251), and [3262](https://catalog.uconn.edu/PNB/#3262) or [3265](https://catalog.uconn.edu/PNB/#3265).

The remaining credits needed to fulfill this requirement should be selected from the available PNB courses, including [PNB 2250](https://catalog.uconn.edu/PNB/#2250), [3180](https://catalog.uconn.edu/PNB/#3180), [3252](https://catalog.uconn.edu/PNB/#3252), [3260](https://catalog.uconn.edu/PNB/#3260), [3263WQ](https://catalog.uconn.edu/PNB/#3263WQ), [3264W](https://catalog.uconn.edu/PNB/#3264W), [3275](https://catalog.uconn.edu/PNB/#3275), [3278](https://catalog.uconn.edu/PNB/#3278), [3279](https://catalog.uconn.edu/PNB/#3279), [3295](https://catalog.uconn.edu/PNB/#3295), [3299](https://catalog.uconn.edu/PNB/#3299), [4162](https://catalog.uconn.edu/PNB/#4162), [4296W](https://catalog.uconn.edu/PNB/#4296W), [4400](https://catalog.uconn.edu/PNB/#4400). At most 3 credits from among [PNB 3180](https://catalog.uconn.edu/PNB/#3180), [3295](https://catalog.uconn.edu/PNB/#3295), and [3299](https://catalog.uconn.edu/PNB/#3299), and not more than one credit of [PNB 3279](https://catalog.uconn.edu/PNB/#3279), may count towards the 24 credit requirement.

To satisfy the writing in the major and information literacy competency requirements, all students must pass at least one of the following courses:

* [PNB 3263WQ](https://catalog.uconn.edu/PNB/#3263WQ), [3264W](https://catalog.uconn.edu/PNB/#3264W), or [4296W](https://catalog.uconn.edu/PNB/#4296W).

PNB majors must also take all of the following courses, which count as the related group:

* [CHEM 2443](https://catalog.uconn.edu/CHEM/#2443), [2444](https://catalog.uconn.edu/CHEM/#2444);
* [MCB 2000](https://catalog.uconn.edu/MCB/#2000) or [3010](https://catalog.uconn.edu/MCB/#3010) and [MCB 2400](https://catalog.uconn.edu/MCB/#2400) or [2410](https://catalog.uconn.edu/MCB/#2410).

In addition, students are urged to take:

* [CHEM 2445](https://catalog.uconn.edu/CHEM/#2445);
* [EEB 2244](https://catalog.uconn.edu/EEB/#2244) or [2245](https://catalog.uconn.edu/EEB/#2245); and
* [MCB 2210](https://catalog.uconn.edu/MCB/#2210).

There is a minor in [Physiology and Neurobiology](https://catalog.uconn.edu/minors/physiology-neurobiology/). A minor in [Neuroscience](https://catalog.uconn.edu/minors/neuroscience/) is offered jointly by the Physiology and Neurobiology Department and the Psychology Department. Both programs are described in the [Minors](https://catalog.uconn.edu/minors/) section of this Catalog.

# Proposed Catalog Description of Major

**Physiology and Neurobiology**

This B.S. program in Physiology and Neurobiology is intended to provide students with a foundational understanding of body and brain functions at the molecular, cellular and systemic levels by synthesizing current and emerging ideas from research and medical science. Course offerings span comparative and model system physiology, nervous system function and development, endocrinology, cardiorespiratory physiology, and associated diseases. Additionally, we also offer coursework and independent study based undergraduate research opportunities.

The following courses are required to earn a B.S. degree in the college of liberal arts and sciences:

* BIOL 1107
* [CHEM 1124Q](https://catalog.uconn.edu/CHEM/#1124Q)–[1126Q](https://catalog.uconn.edu/CHEM/#1126Q) or [1127Q](https://catalog.uconn.edu/CHEM/#1127Q)–[1128Q](https://catalog.uconn.edu/CHEM/#1128Q);
* [MATH 1131Q](https://catalog.uconn.edu/MATH/#1131Q)–[1132Q](https://catalog.uconn.edu/MATH/#1132Q)
* [PHYS 1201Q](https://catalog.uconn.edu/PHYS/#1201Q)–[1202Q](https://catalog.uconn.edu/PHYS/#1202Q)–[1230](https://catalog.uconn.edu/PHYS/#1230) or [1401Q](https://catalog.uconn.edu/PHYS/#1401Q)–[1402Q](https://catalog.uconn.edu/PHYS/#1402Q) or [1601Q](https://catalog.uconn.edu/PHYS/#1601Q)–[1602Q](https://catalog.uconn.edu/PHYS/#1602Q).

**PNB Major Requirements:**

Undergraduate majors must complete at least 24 credits in PNB at the 2000 or higher level, including:

* All courses in the core group
* At least three courses from the physiology and neurobiology groups, with at least one course from the physiology group and at least one course from neurobiology group.
* At least one course from the experiential group
* At least one W course in PNB (which may be fulfilled from the experiential group)

**Core Group**

* PNB2274 and PNB2275
* PNB3251

**Physiology Group**

* PNB2250, PNB3252, PNB3262, PNB3265, PNB3270, PNB3350, and PNB3500

**Neurobiology Group:**

* PNB3255, PNB3260, PNB3275, PNB3700, and PNB4400

**Experiential Group:**

* PNB3120W, PNB3180, PNB3263WQ, PNB3264W, and PNB4296W

*Students who have not completed 24 credits in the PNB major after satisfying the above requirements may take additional course(s) from the above categories, or any other PNB course at the 2000 or higher level. However, no more than 3cr. of PNB3180, PNB3295, or PNB3299 may be applied toward the 24 credits-in-major requirement.*

**Related Courses:**

* MCB 2000 or MCB 3010
* MCB 2400 or MCB 2410
* CHEM 2443 and CHEM 2444 *or* CHEM 2241 and MCB 2210

There is a minor in [Physiology and Neurobiology](https://catalog.uconn.edu/minors/physiology-neurobiology/). A minor in [Neuroscience](https://catalog.uconn.edu/minors/neuroscience/) is offered jointly by the Physiology and Neurobiology Department and the Psychology Department. Both programs are described in the [Minors](https://catalog.uconn.edu/minors/) section of this Catalog

# Justification

1. Reasons for changing the major: These changes are intended to provide students with more flexibility to pick classes of interest and relevance to their careers, and to increase the likelihood of graduating on time. They also allow students to have more breadth of study within our department.

2. Effects on students: We are opening up additional course offerings to students, which we expect to provide more flexibility to PNB students. This should also help them to graduate on time.

3. Effects on other departments: We are allowing two additional related courses, CHEM2241 and MCB2210, and have confirmed space availability the respective departments. We are removing one previously required course (BIOL1108), and have been in communication with the other BIOL departments and the biology director.

4. Effects on regional campuses: none

5. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee: 2/28

    Department Faculty: 3/6

6. Name, Phone Number, and e-mail address of principal contact person:

John Redden

860 486 2367

john.redden@uconn.edu

**2020-107 SLHS Revise MA**

MA Revision

SHLS

**Justification:**

The reasons for the changes for 5378 is that our accreditation bodies have changed the criteria needed to graduate as an SLP and therefore, this course has been changed from an elective to a required course. SLHS 5123 was originally 6123, but it has been changed to 5123 to be offered at the graduate level and to 4123 that can be taken at the undergrad level, allowing more students to enroll in the class.

**Date of Approval:** 3.10.2020

**Current Copy:**

Master of Arts Requirements

In addition to the Graduate School requirements, a M.A. degree in Speech-Language Pathology requires satisfactory completion of a minimum of 57 credits and 375 hours of clinical practicum while maintaining at least a “B” in both academic coursework and clinical work. Students must complete all required courses and clinical practicum in order to obtain both their M.A. degree, and their Certificate in Clinical Competency through the American Speech-Language-Hearing Association. The first year of the two-year M.A. program consists of required graduate courses and clinical practicum, and the first year of the three-year M.A. program consists of required pre-professional undergraduate courses. During the final year, students complete the remaining required courses, and either [GRAD 5950](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FGRAD%2F%235950&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700521948&sdata=jl6RpCgjtXxAuMq3Xcn4%2Bv3g0b%2FH4skZT%2FmJCN9GZYI%3D&reserved=0) or [SLHS 5374](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235374&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700531941&sdata=5DzHCvM1LgDOLc7XfRtrUiwiGVgzo%2BUSNu3BBrLDCVs%3D&reserved=0). Students are also required to complete an additional six credits of course work in an area interest. At least three of the credits must be from graduate courses taken within the SLHS department. The Master of Arts required courses are listed below.

**Master of Arts Clinical Practicum.** [SLHS 5336](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235336&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700541936&sdata=VoX%2FFo%2Fp2TmFX5xkhcMmmafVifNfp%2FcIyCw3QGLGJbQ%3D&reserved=0) each semester and [SLHS 5302](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235302&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700541936&sdata=j1lgk6INrEThGHWK0WZjUJuASn8ilsyslVmeWgkpTRw%3D&reserved=0) in May Term/Summer I.

**Master of Arts Language Disorders Required Courses:** [SLHS 5342](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235342&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700551930&sdata=MmSnk6cF%2FUKU%2BI1L4On5t171FO8AnCpa6Tz8w%2FDQvp4%3D&reserved=0), [5343](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235343&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700551930&sdata=W5GYwkoNHMvMgU8f%2BsJk7XL3n0iUGmd%2B%2Fapzg0P9Ro8%3D&reserved=0), [5348](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235348&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700551930&sdata=6HR7rAyU6kwXZ31%2FVEcLa6AjGvGM1FZFlBNNAG8OVHY%3D&reserved=0), and [5349](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235349&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700561927&sdata=66pWQft5NG96vxVhFz%2FaDu%2FbDmJevuArV8tarXNasBU%3D&reserved=0).

**Master of Arts Speech Disorders Required Courses:** [SLHS 5335](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235335&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700561927&sdata=0ZEg8hZ1cPuZoA%2B%2FWcQ7yDOehmmYw9vszAi%2BK7OD5tg%3D&reserved=0), [5345](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235345&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700571920&sdata=tvwQumW4BgB4WkfYxdS9CYAUrgBeiAQ3lKgA6Llz76U%3D&reserved=0), [5346](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235346&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700581915&sdata=mkILe58RCb9NHxA17X2XNKke94tmQTDQxbbQ5ZOobgs%3D&reserved=0), [5353](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235353&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700581915&sdata=LG8tsoxTvCQ98b1%2FnP7QYEjFj%2F3I7QQ01d8aPjLMBuw%3D&reserved=0), and [5359](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235359&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700591911&sdata=ygBkaSxvsHTupl3c26WpQHIiev976Cgpa%2FxiRhlU%2BoA%3D&reserved=0).

**Master of Arts Speech Science and Research Required Courses:** [SLHS 5361](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235361&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700591911&sdata=weugyIAB2BJPKNtM%2FwaozuNpWIMbQPItcvOVsGnGjzU%3D&reserved=0), [5377](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235377&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700601901&sdata=Fsck6pzYMqlXP2WBht6KV%2Fcc9X%2BgWEvAFm3GdFqsnE4%3D&reserved=0), and [5374](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235374&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700601901&sdata=Ars6l1VC8tZoK4fkpWzDpwaiwg1J55AX%2Bee5Edrk8h4%3D&reserved=0) or [GRAD 5950](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FGRAD%2F%235950&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700611895&sdata=zABxSZ61X8G%2BC2GT3Rk2j37fBLdsK5nClg7wCoejbis%3D&reserved=0).

**Master of Arts Area of Interest Courses.** Students must take six credits of additional coursework in an area of interest as part of their degree requirement. These courses may vary in topics such as disabilities, diversity and multiculturalism, education, and medical speech language pathology to list a few. These courses are typically offered within the department (e.g., [SLHS 5376](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235376&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700611895&sdata=jkIuCgbSRKExILbazykqF8rNKBSKAA6N%2FNuTqDGjXbM%3D&reserved=0) Language Impairments and Literacy, [SLHS 5378](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235378&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700621891&sdata=9NiBXc26vdSyctotM38IClZXKWUBH6rKM9%2FHT6xl3Kg%3D&reserved=0) Augmentative Alternative Communication in Speech-Language Pathology, [SLHS 5380](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235380&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700621891&sdata=zihScW1Sr2p0TTK%2BMv22aMJxJAr9tvrZL65%2F20bgHd8%3D&reserved=0) Advanced Topics in Medical Speech Pathology, [SLHS 6123](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%236123&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700631883&sdata=%2FKrHi3FkLbzi0UeCjdq8Vd%2FGfpNXEv%2BhLLd2n%2BwKX7k%3D&reserved=0) Bilingualism in Typical and Atypical Populations; Language and Cognition). One three credit course may be taken outside the department if approval is obtained from the student’s academic advisory committee.

**Proposed Copy**

Master of Arts Requirements

In addition to the Graduate School requirements, a M.A. degree in Speech-Language Pathology requires satisfactory completion of a minimum of 57 credits and 375 hours of clinical practicum while maintaining at least a “B” in both academic coursework and clinical work. Students must complete all required courses and clinical practicum in order to obtain both their M.A. degree, and their Certificate in Clinical Competency through the American Speech-Language-Hearing Association. The first year of the two-year M.A. program consists of required graduate courses and clinical practicum, and the first year of the three-year M.A. program consists of required pre-professional undergraduate courses. During the final year, students complete the remaining required courses, and either [GRAD 5950](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FGRAD%2F%235950&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700751814&sdata=aZlBgIa2zYh88VhflSVUcz%2FbN2hfoE4o6mvq7fDq33M%3D&reserved=0) or [SLHS 5374](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235374&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700761809&sdata=hxNUXZRSUbiNdxXcuvaPtE68xLz0vRiXsNOotjMQzHs%3D&reserved=0). Students are also required to complete an additional six credits of course work in an area **of** interest. At least three of the credits must be from graduate courses taken within the SLHS department. The Master of Arts required courses are listed below.

**Master of Arts Clinical Practicum.** [SLHS 5336](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235336&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700761809&sdata=kBXr9%2BtL5K61f284XN%2FpZlNewSlSmTbfg%2FPn8GnW1QE%3D&reserved=0) each semester and [SLHS 5302](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235302&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700771805&sdata=mXk3L5aNUxjKaU7w9gADCznmhqZYqU0%2BuEF1BP%2BIHX0%3D&reserved=0) in May Term/Summer I.

**Master of Arts Language Disorders Required Courses:** [SLHS 5342](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235342&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700771805&sdata=0WkNlxwPwZ1Six04kaAHqZIWszuijreKcMjmNO6uP3M%3D&reserved=0), [5343](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235343&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700781797&sdata=DLdG02gp99y6coSK4fOysPkJDfIz0Y78CvCBWtE6KT4%3D&reserved=0), [5348](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235348&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700781797&sdata=2FBgR0hF0EYtRku9gx2x3Sco7A1ojAO2wnaZOBCKMqw%3D&reserved=0), [5349](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235349&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700791792&sdata=UNlkLV%2Bs%2F5C0E5F15PXuPwMMsxjCo2OrtLUuZjlPR3M%3D&reserved=0), and 5378 (add here).

and .

**Master of Arts Speech Disorders Required Courses:** [SLHS 5335](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235335&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700791792&sdata=NLzFce5V7lUdvh11Nswy9RqNljM99vZ4Y4CBtOC6kVs%3D&reserved=0), [5345](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235345&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700801789&sdata=%2FxMlafrBQ8nDFHmgefwdYt%2BXi2txwNrI%2Fnx4tsYbi9c%3D&reserved=0), [5346](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235346&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700801789&sdata=krJy84rUTCPl3ekZK%2Buy3LPS8HUkKavhBg3M3StwwWA%3D&reserved=0), [5353](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235353&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700811790&sdata=Q1w1Qjg8VkHu7XbrpoAaiOkIl1Yz9x271r85nRn1MLQ%3D&reserved=0), and [5359](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235359&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700811790&sdata=49qw7z6UsyD3aJVxttniVzSb7EJkGQy%2FjX%2FvF%2BOgTH4%3D&reserved=0).

**Master of Arts Speech Science and Research Required Courses:** [SLHS 5361](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235361&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700821770&sdata=qG3Ukg0PesuHi4ao57HdSPfTiAId0chyCSrZA43oE44%3D&reserved=0), [5377](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235377&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700821770&sdata=7kKCpvbPbFP0XwgD93vASDPa%2FVjo865utlr%2FB0nfKvc%3D&reserved=0), and [5374](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235374&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700831770&sdata=e8aWHd43Zj%2FQgNnm1pmcbNazI0BGKRB4xzdGlFqRAUU%3D&reserved=0) or [GRAD 5950](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FGRAD%2F%235950&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700831770&sdata=I1qWWsWqXlfsa090u59fSPo62uwgMcT%2FCIHA%2FowFi7Q%3D&reserved=0).

**Master of Arts Area of Interest Courses.** Students must take six credits of additional coursework in an area of interest as part of their degree requirement. These courses may vary in topics such as disabilities, diversity and multiculturalism, education, and medical speech language pathology to list a few. These courses are typically offered within the department (e.g., [SLHS 5376](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235376&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700841764&sdata=p89Ix8GZ0O5mBAb%2FuoAZlcJ5rcpSPX2vr4WlzRPlovg%3D&reserved=0) Language Impairments and Literacy, [SLHS 5380](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235380&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700841764&sdata=OttWoPLPK%2FGCtToEH08KlauktTMQHDjixTYSZ1nYZao%3D&reserved=0) Advanced Topics in Medical Speech Pathology, [SLHS 5123](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%236123&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700851758&sdata=gmtAUR5b1bw5BsHelNB%2BbEHtx95OX2Lqq2Q3Jrdx0TI%3D&reserved=0) Bilingualism in Typical and Atypical Populations; Language and Cognition, [SLHS 5378](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgradcatalog.uconn.edu%2FSLHS%2F%235378&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700851758&sdata=rDMs0tWnz76xhAcnqa%2FsoTkCEP6foMjwWd1h18pCaQA%3D&reserved=0) Augmentative Alternative Communication in Speech-Language Pathology ​(remove 5378 from here). One three credit course may be taken outside the department if approval is obtained from the student’s academic advisory committee.

**2020-108 SLHS Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 3.20.2020

2. Department or Program: SLHS

3. Title of Major: Speech, Language, and Hearing Sciences

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year):

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: revise based on new accreditation requirements to keep major aligned with MA program.

# Existing Catalog Description of Major

Speech, Language, and Hearing Sciences

[Course descriptions](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2Fslhs%2F&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700631883&sdata=ghTFXr%2BjjT6lxqc%2BAiKThdc2DXcoNqF4R3QkQyPt6uE%3D&reserved=0)

The Speech, Language, and Hearing Sciences major is a pre-professional program within the liberal arts and sciences curriculum. It provides a broad overview of normal speech, language and hearing development. In addition a variety of speech, language, and hearing disorders are introduced. This major permits the student to apply for graduate studies in one of two specialty areas: audiology or speech-language pathology.

Students who want to learn more about the fields of audiology and speech language pathology, but are unsure about declaring the major are encouraged to take [SLHS 1150](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%231150&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700641879&sdata=OVLQMu%2Fo0OUdwaOMVPtPJ9gccTYoq4CCKakkDkzxwjE%3D&reserved=0). Students may declare the major by going to [ppc.uconn.edu](https://nam10.safelinks.protection.outlook.com/?url=http%3A%2F%2Fppc.uconn.edu%2F&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700641879&sdata=ZH86Bq6F%2FbUnuAMywMpkvs51vzJz7Xyu17X52HKjbkc%3D&reserved=0).

Successful completion of the B.A. degree in Speech, Language, and Hearing Sciences requires the following:

1. A total of 25 credits at the 2000-level or higher in Speech, Language, and Hearing Sciences.
2. Courses on normal development of speech, language, and hearing including: [SLHS 2203](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%232203&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700641879&sdata=98%2FyX970jYQkT9p3g311VDUMNRxgEBEfXWr8C0mkbk8%3D&reserved=0), [2204](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%232204&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700651874&sdata=xnaUtjIQafYNs8Vu9J1j759N%2BJLLiDGxA71ebo9pZm0%3D&reserved=0), [2156Q](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%232156Q&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700651874&sdata=AJs8EbwW0VnmYDiSrnmlMTZ72XTjBCU8zJgudbII7gk%3D&reserved=0), and [3247](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%233247&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700661869&sdata=n%2BJQLhUAuzwV18ibJpkiY2YDLR%2FiNNWq0EDivjM9%2BYk%3D&reserved=0).
3. Courses on measurement and disorders of speech, language and hearing including: [SLHS 3248](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%233248&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700661869&sdata=w%2FJnUNogWFBGE34Lwl98vywBf9iXAqCa%2BU2T2vXcny4%3D&reserved=0), [4249](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234249&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700671861&sdata=DMPK3v9suJWv65tQZeWJX2hewYBVJau72B5wU8uN250%3D&reserved=0), or [4249W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234249W&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700671861&sdata=J500wlUnD20bBfZOMKTqyVl8WG9IYmtDpJNPuNMRtrk%3D&reserved=0), and two (2) of the following: [SLHS 4245](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234245&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700681857&sdata=tJzhZoUe%2BnRJ4AMtNxTZPwIiQoEiAt1w%2FyEAxtZ%2BCtk%3D&reserved=0) or [4245W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234245W&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700681857&sdata=cVPJjZPkCpr43e3dt0KYzBo5cESbJ9MRFREbIxDsm90%3D&reserved=0), [4251](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234251&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700691861&sdata=Pj%2BsNZWFlHFzE3yBYzY5dTZWd5WoXoVM8XED%2BRyYa%2FE%3D&reserved=0), or [4254](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234254&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700691861&sdata=tegHVCwp0zhtBv10FvkU8TNB3flkh3LRCbsALhOuOYA%3D&reserved=0) or [4254W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234254W&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700701844&sdata=%2FN5OoSr4%2F5zTPkSG%2F%2BDfZeFpdIvwleHxiPPR4vepzTI%3D&reserved=0).
4. Twelve (12) credits of related coursework. Related courses can be tailored to the interests and needs of the student but must be approved by a Speech, Language, and Hearing Sciences advisor.
5. Nine (9) credits of elective coursework. Elective courses can be any 2000-level or higher course of interest to the student.
6. Students must take one course in each of the following areas:  
   a. Statistics: [STAT 2215Q](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSTAT%2F%232215Q&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700701844&sdata=JeyXmXivHCuvyt3m0WlOhwbUORi0S5OZRPQIOej5U4g%3D&reserved=0) b. Biological science: [BIOL 1102](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FBIOL%2F%231102&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700711838&sdata=qeLHG4KdE8HBKyrY6KxFdWNUdx%2F0A%2BBdvSq9VpP0B3U%3D&reserved=0), [1107](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FBIOL%2F%231107&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700711838&sdata=l0gpdyUM73yUalj%2BI73katAYxQtWVfyD%2BTErj6UF4PI%3D&reserved=0), or [1108](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FBIOL%2F%231108&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700721834&sdata=ZVKehl1iWQeV0yrNiXrcp03muuPRmsbv1yaUwFQoCPM%3D&reserved=0) c. Physical science: [PHYS 1010Q](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FPHYS%2F%231010Q&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700721834&sdata=XB0zyfSt8zyOXiT9pRfn2aaDceu50BHCH7ysFutwdGo%3D&reserved=0) or [PHYS 1075Q](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FPHYS%2F%231075Q&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700731826&sdata=7ywrru2rqNf1NT33uwcAvXNVD1foT7cMi6b9o8nWigs%3D&reserved=0) More advanced level courses may be substituted for the courses listed above.
7. It is recommended that students accumulate a total of 25 hours of approved observations of assessment and treatment of speech, language and hearing disorders.

The information literacy competency is met by the successful completion of required courses.

To satisfy the writing requirement in the major, students must pass at least one course from [SLHS 4245W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234245W&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700731826&sdata=I21WvfnJjqh83nlBN1Lw8K%2FdRjn4ysuli%2BpSUeQlTc0%3D&reserved=0), [4249W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234249W&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700741820&sdata=IWBgIzUn5KZmVHlBbtf0iGWl5ER0Bnv%2BDiOJxvs60c8%3D&reserved=0), or [4254W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234245W&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700741820&sdata=vinnFlFSydA%2BKSwWkFNPPeO3VXMac4Di5EaSP2ZWqD4%3D&reserved=0). Honors students may use [SLHS 4296W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234296W&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700751814&sdata=LoEJ4BNoQTSqkIMUZ%2BbEfa0%2FYdR02yDSwpgApU2bwuM%3D&reserved=0) to satisfy the writing requirement in the major.

# Proposed Catalog Description of Major

SLHS Major

[Course descriptions](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2Fslhs%2F&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700861752&sdata=FsZqgJwbBHF5QcOUk5iynXWY4KGzPm6LehUyxh0vnis%3D&reserved=0)

The Speech, Language, and Hearing Sciences major is a pre-professional program within the liberal arts and sciences curriculum. It provides a broad overview of normal speech, language and hearing development. In addition a variety of speech, language, and hearing disorders are introduced. This major permits the student to apply for graduate studies in one of two specialty areas: audiology or speech-language pathology.

Students who want to learn more about the fields of audiology and speech language pathology, but are unsure about declaring the major are encouraged to take [SLHS 1150](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%231150&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700861752&sdata=DDNOEyDMBTapqIUY92s5oOmZXEp0T9Y3jtatXm3geLM%3D&reserved=0). Students may declare the major by going to [ppc.uconn.edu](https://nam10.safelinks.protection.outlook.com/?url=http%3A%2F%2Fppc.uconn.edu%2F&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700861752&sdata=w9ktweKGbI43jlE4VBw2TST0U939MgXVZe0cCaYmdCk%3D&reserved=0).

Successful completion of the B.A. degree in Speech, Language, and Hearing Sciences requires the following:

1. A total of 25 credits at the 2000-level or higher in Speech, Language, and Hearing Sciences.
2. Courses on normal development of speech, language, and hearing including: [SLHS 2203](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%232203&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700871749&sdata=EyhRPf0nOnTEVp0sYg9p%2BmU5y619mUIDInSMbdAOZjc%3D&reserved=0), [2204](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%232204&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700871749&sdata=w%2Fm8VPVxJ51vUTGpPDdCPn5Az1fxWq6YAaIEhTnUW4I%3D&reserved=0), [2156Q](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%232156Q&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700881738&sdata=JJy2%2BymMVkCu29uMB07YvUoJx7DBvjJ0kWC6%2Bbz%2FIFE%3D&reserved=0), and [3247](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%233247&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700881738&sdata=CnCynjc0ti%2BZ52qU%2FFLDv2nGw62ycooZkQkQJlYZx00%3D&reserved=0).
3. Courses on measurement and disorders of speech, language and hearing including: [SLHS 3248](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%233248&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700891735&sdata=qgmVJB63DWaYkXKexpB3PJc95jjOj7nUhG3D10Q%2B1%2Bw%3D&reserved=0), [4249](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234249&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700891735&sdata=CMVcJNB5HKpsPUvqNxt%2BmCiGLsmjAeDMlzcEmCUBGfM%3D&reserved=0), or [4249W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234249W&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700901727&sdata=wttT75zNuFx8MzV5RzwoUdVAxcmVUtDkthlL8Tt9mBA%3D&reserved=0), and two (2) of the following: [SLHS 4245](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234245&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700901727&sdata=V5hE23SXIdx4OdN9ytYqr9UB%2B2NBz6hn%2BwSEOigTcLo%3D&reserved=0) or [4245W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234245W&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700911722&sdata=RlfGVe4X0wwX%2BfyoUSfzVg4sxKbrFpRamBy4ImoO6MU%3D&reserved=0), [4251](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234251&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700911722&sdata=bH9S53zDdfco40dRrJ%2FRvremuR7yPnC0NQPym7zSQp8%3D&reserved=0), or [4254](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234254&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700921718&sdata=zVlBwhYtilBIDpiMyXxf7T5fLtiXSP1a4DIsAh0aiDc%3D&reserved=0) or [4254W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234254W&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700921718&sdata=dTtfv7PyyAadQ52RuyYB%2FehTaz9WXFERTeG4Gel5lUw%3D&reserved=0).
4. Students can also take an elective 3-credit seminar in Bilingualism in Typical and Atypical populations: Language & Cognition. These 3 graduate-level credits can be applied toward your undergraduate degree (register SLHS 4123) or to both, your UCONN undergraduate and UCONN graduate degree (register to SLHS 5123).
5. Twelve (12) credits of related coursework. Related courses can be tailored to the interests and needs of the student but must be approved by a Speech, Language, and Hearing Sciences advisor.
6. Nine (9) credits of elective coursework. Elective courses can be any 2000-level or higher course of interest to the student.
7. Students must take one course in each of the following areas:  
   a. Statistics: [STAT 2215Q](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSTAT%2F%232215Q&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700931711&sdata=wnhyzgpOf%2ByL4GMW%2Be4HEjGchgBOZhSI%2BQC1nYbogZY%3D&reserved=0) b. Biological science: [BIOL 1102](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FBIOL%2F%231102&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700931711&sdata=IJcEZARksx4nsAGdJct6IlEneWvn0KWGnXBqcUZE2Jo%3D&reserved=0), [1107](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FBIOL%2F%231107&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700941704&sdata=ljoT5lXxuKMePHsv3IricKq2QxbylczKcggU9ragmzs%3D&reserved=0), or [1108](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FBIOL%2F%231108&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700941704&sdata=LToCxGbgTnu9imgxLFhVohD%2BbleVpiHQ7eOFXi5OZyE%3D&reserved=0) c. Physical science: [PHYS 1010Q](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FPHYS%2F%231010Q&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700951703&sdata=8VoJFZJFcK3nGumtXuhByJnatoBi7MV8JqvEPb7xyXA%3D&reserved=0) or [PHYS 1075Q](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FPHYS%2F%231075Q&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700951703&sdata=M6ef0OBXOiTtSTWAXvg3ANNP%2BV3olYL0t2348hnwKOI%3D&reserved=0) More advanced level courses may be substituted for the courses listed above.
8. It is recommended that students accumulate a total of 25 hours of approved observations of assessment and treatment of speech, language and hearing disorders.

The information literacy competency is met by the successful completion of required courses.

To satisfy the writing requirement in the major, students must pass at least one course from [SLHS 4245W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234245W&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700961691&sdata=J9s8fcHnRL6WwTJRZFLNMCeMsdPwDsMBrGQ%2Bs0RM0hU%3D&reserved=0), [4249W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234249W&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700961691&sdata=psAgHTmpQa%2F7Ns0dJxJhoBrjOuxobBR6Qq2LFThfRrI%3D&reserved=0), or [4254W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234245W&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700971686&sdata=OqdLAmQ2TLXwbVgFKPxpFBJ9W%2FtXQnwF9s45ukOHCI4%3D&reserved=0). Students may use [SLHS 4296W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSLHS%2F%234296W&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf242251a90eb4918b97908d7c75a01fd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637197061700971686&sdata=CacQFZodCLmHd36W8ZUlKJBUe6JYKBHDNYMr%2Fo54nZE%3D&reserved=0) to satisfy the writing requirement in the major.

# Justification

1. Reasons for changing the major: Align undergraduate major with changes at MA level required by accreditation.

2. Effects on students:

3. Effects on other departments: None.

4. Effects on regional campuses: None.

5. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee:

    Department Faculty: 3.10.2020

6. Name, Phone Number, and e-mail address of principal contact person:

Lendra Friesen, Lendra.friesen@uconn.edu

**Revise Prerequisites**

**2020-109 EEB 3244W Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15670 |
| **Request Proposer** | Diggle |
| **Course Title** | Writing in Ecology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Title** | Writing in Ecology |
| **Course Number** | 3244W |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Critical engagement with primary research literature in ecology through written communication; skills in editing, revising and peer feedback. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Pamela Diggle |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | pad06001 |
| **Initiator Email** | [pamela.diggle@uconn.edu](mailto:pamela.diggle@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | No |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 2 |
| **Instructional Pattern** | two hours of lecture one day per week |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ENGL 1010 or 1011 or 2011; EEB2208E or EEB 2244 or 2244/W |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | Yes |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | EEB 3244W. Writing in Ecology 2 credits. Prerequisites: ENGL 1010 or 1011 or 2011; EEB 2208 or 2244/W. Critical engagement with primary research literature in ecology through written communication; skills in editing, revising and peer feedback. |
| **Provide proposed title and complete course catalog copy** | EEB 3244W. Writing in Ecology 2 credits. Prerequisites: ENGL 1010 or 1011 or 2011; EEB 2208 or 2244E or 2244EW or permission of the instructor. Critical engagement with primary research literature in ecology through written communication; skills in editing, revising and peer feedback. |
| **Reason for the course action** | The prerequisites as listed in the course catalog omitted EEB2244 and permission of the instructor. |
| **Specify effect on other departments and overlap with existing courses** | There is no expected effect on other departments. The additional prereq is an EEB course. |
| **Please provide a brief description of course goals and learning objectives** | The course goal is to deepen understanding of ecology and related fields through writing on the subject. Learning objectives include: 1) Identify and obtain primary, peer-reviewed biological literature; 2) Describe the structure, rationale, and key findings of primary peer-reviewed biological literature; 3) Interpret figures, graphs, and tables typically found in primary literature; 4) Construct a written synthesis of a corpus of primary literature in a style and manner used by professional scientists; 5) Edit and revise student's own writing and provide constructive feedback on peer's work; 6) Communicate work through oral presentation. |
| **Describe course assessments** | Assessments will include short summaries and critiques of primary literature (accomplishing objectives 1-3) and longer papers that assimilate reading on multiple sources (objective 4). Students will engage in peer review of each others' work (objective 5) following a framework for peer review that will include an assessment rubric. Finally, students will also conduct oral presentations of their term paper findings in class (objective 6). |
| **General Education Goals** | This course will promote the following goals of General Education at UConn. It will promote the goal that students will become articulate, by sharpening their skills in written and oral communication. It will promote the goal that students will acquire critical judgment, by giving them practice at close reading and critique of primary literature in the field. Finally, it will promote a working understanding of the processes by which students can continue to acquire and use knowledge, by giving them the opportunity to amass a set of sources on a topic of their interest. |
| **Writing Competency** | Students will complete at least 15 pages of writing, which will go through a process of peer review, instructor review and editing prior to final submission. The syllabus specifies that a passing grade for the course is only possible if a passing grade is earned on all writing assignments. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [EEB\_3244W\_Syllabus\_2(1).docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172584&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2e9dd0d0356a4e71800308d7c61e45a0%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637195705645463740&sdata=kDQAo33ZqttCUiizZNij37FcKwl7v%2FtqI%2F9dEvndt%2Bc%3D&reserved=0) | EEB\_3244W\_Syllabus\_2(1).docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Pamela Diggle | 03/03/2020 - 08:16 | Submit |  | I submitted this revision to correct an error in the online course catalog. The prerequisites listed in catalog are not correct. | | Ecology and Evolutionary Biology | Daniel i Bolnick | 03/09/2020 - 13:01 | Approve |  | No concerns were raised by the faculty. | |

Writing in Ecology

EEB3244W (2 credits)

Term: TBA

Prerequisites: EEB 2208 or EEB 2244 or permission of the instructor.

**Lecture:** Wednesday 12-2 pm (TBA?), Location TBA

**Website:** HuskyCT: <https://learn.uconn.edu>

**Instructor:** Dr. Miranda Davis. TLS 364; 860-486-0373, miranda.l.davis@uconn.edu; office hours: Tues and Thurs 1030-1130 am or by appointment.

**Textbook:** This course makes use of primary literature readings. You may also find that the following is a helpful resource: Roldan, L. A. and Pardue, M.-L. 2016. Writing in Biology: A Brief Guide. New York: Oxford University Press.

# Course goals: My goals for this course are two-fold. I aim to provide you with an understanding of how ecologists interpret and draw conclusions from a body of literature. Second, my goal is to help you learn to edit your own writing so that you can better communicate in written form.

# At the end of this course you will be able to:

* Identify and obtain primary, peer-reviewed ecological literature.
* Describe the structure, rationale, and key findings of primary ecological literature.
* Interpret figures, graphs, and tables typically found in primary literature.
* Construct a written synthesis of a corpus of primary literature in a style and manner used by professional ecologists.
* Edit and revise your own writing and provide constructive feedback on others’ work.

**Course communication:** First and foremost, please do not hesitate to ask questions! Class is much more interesting (for me and you) when people ask questions.Email (miranda.l.davis@uconn.edu) is the best way to reach me. Your emails to me must contain the phrase “EEB 3244W” in the subject line to ensure they are not treated as SPAM and deleted without being read.We will also be using HuskyCT for communication. This site contains the syllabus and other supporting material you will need throughout the course. It will also be used to send out class announcements. All email communications will go to your UConn email address. So check your UConn account regularly and make sure you are getting these emails!

**Grading:** Your grade will be calculated out of a total of 400 possible points (see table on next page). Each week you have the opportunity to earn 5-10 points for in-class participation (actual points possible vary week-by-week). Additionally, each week, there will be homework designed to help you gain the skills needed to successfully complete your term project. These homework assignments are worth 5-10 points each. At the end of the semester you will also complete a short in-class presentation worth 20 points. These assignments and in-class activities will account for 40% of your course grade. The remaining 60% of your grade is based on the quality of your major writing assignments which include your short essay and term paper.

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| Course component | Points | Important deadlines |
| In-class participation | 85 |  |
| Homework assignments | 55 |  |
| In-class presentation | 20 |  |
| Short essay: first submission | 20 | Week 3: date TBA |
| Short essay: final submission | 30 | Week 6: date TBA |
| Term paper: first submission | 70 | Week 9: date TBA |
| Term paper: final submission | 120 | Week 14: date TBA |
| Total points | 400 |  |

**NOTE: You cannot pass this course without having submitted an initial and revised (final) version of both your short essay (2 pages) and term paper (13-15 pages)**. **You must receive a passing grade on each of these submissions to pass this course.**

**Details on assignments:** Some assignments that may not be self-explanatory are explained in more detail here. This is not an exhaustive list of the semester’s assignments. For that, please see the course schedule in the table on the last page of the syllabus. You are responsible for fulfilling the requirements of all assignments. Contact me with any questions.

*Summary of article (due week 2):* This should be no more than 1 paragraph (1/2 page) and answer the following questions with one sentence each: What did they study? How did they do it? What were their results? What do they conclude based on those results?

*Short essay:* Summary and discussion of a published peer-reviewed article on ecological research (one article will be chosen for the entire class to work on). The goals of the assignment are to write a concise summary of the key points of a scientific paper and to think about the paper critically. This is also an important, early chance to get feedback on your writing.Your short essay should be 2 pages long and include one paragraph summarizing each of the following aspects of the assigned article: 1. What ecological questions was addressed and why does it matter? 2. What methods did they use to answer those questions? 3. What were their results and what did they conclude? 4. What were the strengths and weaknesses of the study and what does that mean future research should focus on?

*Guided critique of sample term paper:* You must read the sample term paper and complete one page worksheet designed to help you examine the structural aspects of the sample term paper including how paragraphs are structured in the introduction, body and summary, and how material is synthesized among multiple primary research articles to provide a coherent perspective on the paper’s topic.

*Term paper topic summary and sources:* A short description of your chosen term paper topic (1/2 page max), with at least 5 references (must be formatted as specified in-class and according to the guidelines on the course website). In this description you should give an idea of how you plan to approach the topic and of the scope of sub-topics you will include.

*Term paper outline:* This should be a detailed outline of at least 1 page. It should include the major subtopics and ideas you will address in your paper and indicate where you will use specific primary literature sources you have found to support your arguments.

*Term paper:* The term paper should summarize and discuss 15+ related papers from the primary literature that focus on an ecological topic.  It must be 13-15 full pages long. This length does not include your literature cited section or any figures. Your audience is the same as for the short paper: someone who understands basic ecological concepts, but knows little about the specific topic that you have chosen.  Your paper should bring such a person up to date on ecological research on your chosen topic.  In organizing your paper, you might find it helpful to consider the following issues.  What are the main questions around which the research is organized?  What approaches have been taken by scientists investigating this topic, and what have these studies revealed?  If there are several competing hypotheses, which ones have been well supported? Have any of the others been refuted?  What questions remain unanswered?  You should comment on the strengths and limitations of the studies you summarize. We can also discuss these things further in-class and during one-on-one meetings.

*Short essay and term paper revisions:* One of the main goals of this course is for you to proactively edit your own writing. To get a good score on revisions you must respond to the comments and edits I have suggested in the first few pages of your paper **AND** make further edits of your own throughout your paper (in keeping with the advice I have provided in earlier comments).

*Presentation:* The goal of this presentation is to give you some introductory experience communicating your work to others in oral form. Tell your classmates what you’ve been working on all semester! This should be short presentation (5 slides, ~5 minutes) of your term paper’s topic and should demonstrate the main “take-home” points from your paper. Slide 1: title and background material. Slides 2-4 should be based on patterns observed from the primary literature you read. Slide 5 is for your summary (big picture impacts).

**Details on in-class work:** This course includes a substantial number of points for in-class participation. To earn these points you must remain on topic and actively engaged in the set activity throughout the class period. These activities will help you with your writing!

*Self-surveys and reflections:* You will be given questionnaire worksheets to fill-out and discuss with your class-mates in groups of 2-3. Questions posed will ask you to reflect on your writing experiences, challenges and expectations regarding the process involved in future writing assignments. Discussions should focus on providing constructive advice and tips regarding meeting expecting writing challenges.

*Peer editing:* A key part of writing is learning how to constructively edit and revise written work. Editing the work of your peers is a great way to do that and to get feedback from others on your own writing. You will be given guidelines in class (along with a worksheet of questions) on key points to look for when reading the works of others (and your own). You will take time in-class to read and edit your classmates work before meeting with them to offer them your advice. Key to this is learning how to provide constructive criticism. This is something we will discuss in more detail in class.

**Absences:** I do not take attendance; however, you receive credit for in-class participation and, because class material is meant to develop your skills in scientific writing, students who regularly miss class tend to do less well in the course overall. Accommodations for missing in-class participation require official documentation. Only a note from a physician, academic advisor, or similar authority in advance of the missed class will be accepted as an excuse. Please discuss any foreseeable conflicts with me as soon as you become aware of the issue.

**Late assignments:** You have weeks of warning for most assignments (see course schedule on next page) and it is up to you to plan ahead so that you do not miss deadlines, even if something does happen right before an assignment is due. “The computer ate my homework” is not an excuse. Back-up everything you do (twice). Extensions will only be given in highly unusual circumstances. Extensions will not be considered unless you have documentation of the problem that resulted in the request. Late penalties are severe (1 point per day for short essays and 5 points per day for term papers; very late papers will not be accepted).

**Plagiarism and academic integrity:** The penalties for anyone found to have committed plagiarism or any form of academic misconduct are severe. All students should read the Student Code (<http://community.uconn.edu/the-student-code-preamble/>). If you have questions about academic misconduct, please consult the online information available on the website of the Dean of Students Office, or come and talk to me about the issue. Understanding what does and does not constitute academic misconduct is your responsibility.

Anything that you write that is not phrased in your own original words will be considered plagiarism. Minor reorganization of someone else’s words is plagiarism. Any time that you use information from someone else’s work you must attribute it using proper in-text citation format followed by a full-length reference at the end of your document. In general, quotations are not used in scientific writing and are not permitted in this course. Please take these warnings very seriously. The costs of plagiarism are simply not worth it. For more information, please see the documents on plagiarism and citation formatting on the course’s HuskyCT site.

Resources: The UConn Writing Center (<http://writingcenter.uconn.edu>) is a wonderful resource. They will help you revise short portions of your writing. Please use them!

# Course schedule (subject to change)

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| Week | Topic and in-class activities (A) | Assignment |
| 1 | **1.** Course introduction. Activity (A): Self-survey of goals and peer-exchange.  **2.** Recognizing and avoiding plagiarism  **3.** Brief introduction to the primary literature. A: Finding articles using BIOSIS | Read assigned article, outline it and write a 1 paragraph (1/2 page) summary.  List 3 possible paper topics and 2 primary literature sources for each. |
| 2 | **1.** Scientific writing. What makes a good paper? A: Excerpt critique and comparison.  **2.** Does grammar matter? Common pitfalls. A: Peer re-write sample text and exchange | **Write short essay! It is due next class.** |
| 3 | **1. Short essay due.** A: Reflections.  **2.** How to edit and revise your own writing and that of others. A: Peer editing | Read sample term paper and complete 1 page “guided critique sheet”. |
| 4 | **1.** The term paper challenge. A: Reflect on sample paper and your two topics.  **2.** Searching the primary literature. A: Research workshop | For each of two possible term paper topics: Write a 1-paragraph summary and list 5 peer-reviewed primary literature sources. |
| 5 | *Essays will be returned during week prior.*  **1.** Writing workshop and peer-exchange. | **Required one-on-one meetings: TBA** **Revise short essay – due next class!** |
| 6 | **1. Final short essay due.** A: Reflections  **2.** Outlining your term paper. Focus on paragraph structure: introduction, body, summary. A: Identify structure of sample long paper excerpts. | Write detailed term paper outline with source use indicated. |
| 7 | **1.** One-on-one meetings for discussion of progress. A: Introduction writing time. | Write term paper – must complete introduction + 5 pages and bring to class. |
| 8 | **1.** Review paragraph structure and common pitfalls. A: Avoiding source-driven writing A: Peer-editing of intro. and 1 body paragraph | **Write term paper! It is due next class.** |
| 9 | **1. Term paper due.** A: Reflections  **2.** Abstracts. A: Abstract writing. | Write your abstract. |
| 10 | **1.** The peer review process and further tips for peer-editing. A: In-class peer editing. | Write out peer review comments following guidelines given in class (approximately 1 page). |
| 11 | **1.** Presenting your paper. A: writing your presentation. | Complete your presentation PowerPoint (3-5 slides) for submission. |
| 12 | *Papers will be returned during week prior.*  **1.** Help sessions and writing workshop. | Revise term paper  **Required one-on-one meetings: TBA** |
| 13 | **1.** Writing workshop and help session. | **Revise term paper – due next class!** |
| 14 | **1. Final term paper due.**  **2.** Class presentations. |  |

**Cross-List**

**2020-110 CAMS/HIST 2020 Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9976 |
| **Request Proposer** | McAlhany |
| **Course Title** | Pyramids, Pirates, and the Polis: The Ancient Mediterranean |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | CAMS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Literatures, Cultures and Languages |
| **Reason for Cross Listing** | Course covers the ancient Mediterranean, as the title indicates. |
| **Course Title** | Pyramids, Pirates, and the Polis: The Ancient Mediterranean |
| **Course Number** | 2020 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is the addition of a CAMS crosslisting to an existing HIST course. |

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| **CONTACT INFO** | |
| **Initiator Name** | Joseph McAlhany |
| **Initiator Department** | History |
| **Initiator NetId** | jom14018 |
| **Initiator Email** | [joseph.mcalhany@uconn.edu](mailto:joseph.mcalhany@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area C: History |
| **General Education Competency** |  |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | N/A |
| **Corequisites** | N/A |
| **Recommended Preparation** | N/A |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Staffing limitations |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HIST 2020: Pyramids, Pirates, and the Polis: The Ancient Mediterranean Three credits. Political and intellectual history of the civilizations that emerged around the ancient Mediterranean, including the Near East, Egypt, Greece, and Rome, with emphasis on their interactions and influences. CA 1. CA 4-INT. |
| **Provide proposed title and complete course catalog copy** | HIST 2020: Pyramids, Pirates, and the Polis: The Ancient Mediterranean (Also offered as CAMS 2020) Three credits. Political and intellectual history of the civilizations that emerged around the ancient Mediterranean, including the Near East, Egypt, Greece, and Rome, with emphasis on their interactions and influences. CA 1. CA 4-INT. |
| **Reason for the course action** | To correct omission of an obvious crosslisting. |
| **Specify effect on other departments and overlap with existing courses** | CAMS 1101: Greek Civilization and CAMS 1102: Roman Civilization are broad introductory surveys of those particular cultures. The proposed course, with greater emphasis on the historical contexts of ancient Mediterranean civilizations, has been developed in communication with CAMS faculty, and will serves as a bridge from 1000-level surveys in both HIST and CAMS to the upper-level cross-listed courses in HIST and CAMS. |
| **Please provide a brief description of course goals and learning objectives** | Students will learn the history of different cultures and civilizations of the ancient Mediterranean and also recognize how the history of those civilizations, and the boundaries between them, are as much a creation of historiography as of history. In addition, students will learn the cultural and historical contexts of the putative origins of contemporary Western institutions and ideologies |
| **Describe course assessments** | Weekly quizzes to test comprehension of reading assignments; five short writing assignments (500 words max.) on specific questions to develop critical thinking and argumentative writing skills; two non-cumulative exams during the semester, and a cumulative final. |
| **General Education Goals** | The study of the cultural interactions in the ancient Mediterranean brings an awareness of the varieties of human experiences, and the different ways these experiences have expressed in word and image. This course thus serves in one sense to break down preconceived notions about cultures touted as foundational to present-day beliefs and practices, and demonstrates how societies have never been as monolithic as they are often presented to be. As a result, students will learn to see both the past and the present very differently, and to recognize cultural and national identities as historical (re)constructions. |
| **Content Area: Arts and Humanities** | Through a critical examination of both primary and secondary sources, written as well as visual, this courses reveals the rich variety of social, political, and religious practices around the ancient Mediterranean, and charts the historical transformations of these civilizations through their cultural interactions, both violent and peaceful. |
| **Content Area: Diversity and Multiculturalism (International)** |  |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HIST2020\_AncMed.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F141188&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C3b129490ab85484c30be08d7c68ad040%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637196171809540242&sdata=82cC830p1yK0evRfs%2FlJjFDbZwiSqvvOAVMYepuxqX4%3D&reserved=0) | HIST2020\_AncMed.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Joseph McAlhany | 12/13/2018 - 11:46 | Submit |  | This is only the addition of the crosslisting in CAMS; the chair of CAMS, Roger Travis, has approved the crosslisting. The course was taught as HIST 2020 this Fall (enrollment: 38) and is scheduled to be taught Fall 19 as an Honors section. Thank you for your consideration! | | History | Matthew G McKenzie | 03/05/2020 - 06:25 | Approve | 3/5/2020 | Approved as per comments by proposer: course already approved by HIST. | | Literatures, Cultures and Languages | Jennifer Terni | 03/08/2020 - 16:34 | Approve | 3/5/2020 | This is great. Thanks for the courses Joseph! | |

**Add an E**

**2020-111 GERM 2400E Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15590 |
| **Request Proposer** | Weidauer |
| **Course Title** | The Environment in German Culture |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GERM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | The Environment in German Culture |
| **Course Number** | 2400 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | I only want to add the "E" designation |

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| **CONTACT INFO** | |
| **Initiator Name** | Friedemann J Weidauer |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | fjw02003 |
| **Initiator Email** | [friedemann.weidauer@uconn.edu](mailto:friedemann.weidauer@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area E: World Culture |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 03 |
| **Instructional Pattern** | Lecture, Discussion, Student Projects |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Sophomore or higher |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Sophomore |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty is Storrs based |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | GERM 2400. The Environment in German Culture 3.00 credits Prerequisites: Open to sophomores or higher. Grading Basis: Graded Ecological thinking in German culture from the Greeks (Plato) to the Greens (Amery). The second half of the semester consists of student projects on current environmental policies in the European Union. CA 1 (E). |
| **Provide proposed title and complete course catalog copy** | GERM 2400E. The Environment in German Culture 3.00 credits Prerequisites: Open to sophomores or higher. Grading Basis: Graded Ecological thinking in German culture from the Greeks (Plato) to the Greens (Amery). The second half of the semester consists of student projects on current environmental policies in the European Union. CA 1 (E). |
| **Reason for the course action** | The course already fulfills the criteria of the E requirement, but was designed before the E requirement was implemented. |
| **Specify effect on other departments and overlap with existing courses** | None, but it is offered as an elective for environmental studies majors. |
| **Please provide a brief description of course goals and learning objectives** | The first third of the course discusses different schools of thought in environmental ethics starting with the moral philosophy of Immanuel Kant. The second third investigates cultural and artistic representations of human-environmental interactions in German culture from 1800 to the present. In the third third students investigate how both inform current German environmental activism. |
| **Describe course assessments** | Guided reading questions for each class to be handed in and graded. Readings of about 10 - 20 pages for each class. One midterm covering environmental ethics. One midterm covering artistic expressions of human-environmental interactions in German culture. One group presentation on a contemporary issue. One 5 page paper based on the presentation, but individualized for each student. |
| **General Education Goals** | !. To become more articulate and to become more literate about the human impact on the Environment The course requires students' active interaction with the readings by way of in-class discussions and position papers. Groups of students will prepare a half hour in-class presentation. Each student will expand on the presentation in the form of a 12 page term paper. 2.acquire intellectual breadth and versatility Students get exposed to approximately 2000 years of thinking about humans' impact on their environment focusing on particularly pertinent moments in intellectual history. The specific angle of ecological thinking will allow them to view familiar topics from a different perspective, 3.acquire critical judgment each tradition of thinking is critically examined during in-class discussions; students will critically examine contemporary policies on the basis of their understanding of these traditions. 4.acquire moral sensitivity ecological thinking by necessity brings up questions of social justice and human rights; it also highlights the individual's impact on the rest of society as well as the impact of human society on all other species 5.acquire awareness of their era and society The course offers a survey of pivotal moments in German history as well as the most pressing issues confronting contemporary German society 6.acquire consciousness of the diversity of human culture and experience The course offers students a chance to investigate their own culture from the perspective of another. 7.acquire a working understanding of the processes by which they can continue to acquire and use knowledge. Each topic addressed will offer pathways into further reading and aspects that cannot be covered in the course of one semester; it also invites investigation of the same issues as to how they are being addressed in other cultures. |
| **Content Area: Arts and Humanities** | The course allows students to understand their own culture better by being able to compare environmental thinking in the German context to their own cultural context. It encourages students to critically assess their own and the other culture on the basis of their specific knowledge in this area. a.Investigations and historical/critical analyses of human experience The course offers students to investigate one country's history of ideas by focusing on a topic that foregrounds the individual's relationship to human society as well as the relationship of human society to all other species. The focus on contemporary issues will allow students to see to what extent they are informed by various ideologies and to what extent pragmatic approaches might not always be able to address the problems humanity faces. b.Inquiries into philosophical and/or political theory Ecological thinking touches upon fundamental philosophical problems such as the self's awareness of itself, the self's relation to the other and the awareness of one's own species in the context of others. c.Investigations into the modes of symbolic representation The course uses philosophical analysis, examples from the fine arts, film and literature in order to come to an understanding how the various media approach the same topic (the environment). d.Comprehension and appreciation of written, graphic and/or performance art forms The pieces of literature and examples of fine art as well as the media are set in the context of their times so as to make it possible for the students to understand how the various art forms attempted to approach a topic at a particular point in time. It also allows students to investigate how creation philosophical traditions informed the style as well as the content of the work of art under investigation. e.Creation or re-creation of artistic works culminating in individual or group publication, production or performance. Three-credit courses in this category must be supplemented by written or oral analysis/criticism. |
| **Environmental Literacy** | The course specifically and exclusively concentrates on (4) and (5) of the environmental literacy criteria: 4. It investigates the foundations of environmental ethics in 18th century moral philosophy and investigates current schools of environmental ethics. 5. It investigates the history of Human-Environment interactions as expressed in German cultural products from 1800 - present. In addition it investigates how these cultural traditions inform current activism. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Green Course Syllabus Fall18 final Oct 17.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F171844&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf0fe4e74f95740960bbd08d7ccf08776%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637203205767392273&sdata=wxqDWBC2Bfku8MO%2BPF0HX7K086usjg8OMdldnakd1mk%3D&reserved=0) | Green Course Syllabus Fall18 final Oct 17.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Friedemann J Weidauer | 02/28/2020 - 16:24 | Submit |  | Add W designation to existing CA 1 E course | | Literatures, Cultures and Languages | Jennifer Terni | 03/20/2020 - 12:23 | Approve | 3/20/2020 | Read and approved for Environmental Literacy | | Literatures, Cultures and Languages | Jennifer Terni | 03/20/2020 - 12:23 | Approve | 3/20/2020 | Read and approved for Environmental Literacy | |

**German 2400 Fall 2018 T/Th 9:30 – 10:45**

**Friedemann Weidauer, Oak Hall 261**

**Office Hours Tu 11:15 – 1:15 and by appointment**

This course provides a survey of ecological thinking in German culture from the influences of Greek philosophy to the present day program of the political party the Greens. It will also give you an opportunity to investigate to what extent these traditions have influenced current environmental policy in the European Union as well as the effectiveness of and political thinking behind specific policies.

Readings: As assigned each week on HuskyCT with questions on which you need to take notes!

Requirements:

Regular Active participation (20%)

2 Midterms (20% each)

Group presentation (20%)

Term paper based on group project (5 – 8 pp. of text (not including illustrations), 20%)

Please refer to the Student Conduct Code for policies regarding academic integrity

<https://community.uconn.edu/the-student-code-appendix-a/>

(in other words: the rules about cheating and plagiarism).

**Philosophical Basis of Environmental Ethics**

Th 8/30 Immanuel Kant, “What is Enlightenment” and “Foundations of the Metaphysics

of Morals” pp. 83 – 90 and 9 – 22

T 9/4 Kant, pp. 38 – 42 and 46 – 48

Robin Attfield, *Environmental Ethics*, Chapter 1

Th 9/6 Attfield Chpt. 2

T 9/11 Attfield Chpt. 3

**Environmental History**

Th 9/13 Joachim Radkau *Nature and Power* Chpt. 1 (“Thinking about Environmental

History”)

T 9/18 Radkau Chpt. 6 (“In the Labyrinth of Globalization”)

**Baroque, Enlightenment, and Classicism**

Th 9/20 Johann Wolfgang von Goethe, “Metamorphosis of the Plant” (Introduction, Poem and Appendix)

T 9/25 Friedrich Schiller, “On Naïve and Sentimental Poetry,” pp. 83 – 117,

125-128, 145 – 150

Caspar David Friedrich, Paintings **Midterm 1**

**Imperial Germany**

Th 9/27 *Germany’s Nature*, Chapter 3 “A Sylvan People”

T 10/2 William Rollins, “Imperial Green”

**Expressionist Dystopias and Socialist Utopias between the Wars**

Th 10/4 Fritz Lang, *Metropolis*

T 10/9 Brecht/Dudow, *Kuhle Wampe*

**The Nazis and Environmentalism**

Th 10/11 Thomas Zeller, *Driving Germany*, Chapter 6 (“The Myth of the Green Autobahn”)

**Marxism and the Environment**

T 10/16 John Bellamy Foster, “Marx and the Environment”

Th 10/18 Horkheimer/Adorno, “The Dialectic of Enlightenment: The Culture Industry”

**Tourism**

T 10/23 Hans Magnus Enzensberger, “A Theory of Tourism”

Th 10/25 Jamaica Kincaid, “A Small Place”

**The Environment in a Divided Germany**

T 10/30 Christa Wolf, “Accident” to p. 50

Th 11/1 no class

T 11/6 Wolf to end.

**Contemporary Germany**

Th 11/8 National Geographic Article on Germany’s “Energy Revolution”

T 11/13 Review **Midterm 2**

Th 11/15 no class

**Projects**

T 11/27

Th 11/29

T 12/4

Th 12/6

**Term Papers due 12/17**

Ideas for Group Projects and Term Papers:

**Transportation**

Citizens’ initiatives “Startbahn West,” “Stuttgart 21” and others, bicycling, public transportation systems

Brian Ladd, *Autophobia*, the Diesel Scandal

**Urban Planning**

The squatters’ movement, the shaping of the reunited Berlin and others, Weissenhof-Siedlung (Stuttgart), Hansa-Viertel and Siemensstadt (Berlin) and other urban projects, “green” building

Film: *What to do in Case of Fire*, writings by the Bauhaus architects, Brian Ladd, *The Ghosts of Berlin*

**Energy**

The Anti-Nuclear Movement in Germany, responses to the 2011 Japan Earthquake and Tsunami, acceptance/resistance against wind turbines and other large scale projects

The German “Energiewende”

Robert Jungk, *The Nuclear State*

**War and the Environment**

The German Peace Movement from the 50s to the 80s, the Green Party’s position on the civil war in Yugoslavia, the first and second Gulf War, analyses of the military-industrial complex, German military exports

Essays by Joschka Fischer, Martin Walser and Hans Magnus Enzensberger

**Tourism**

German “Tourists” from Humboldt to Modern Mass Tourism, German travel writing from the 19th century to the present, changing tourist destinations from the 50s to the 2010s, “alternatives Reisen”

Dean MacCannell, *Empty Meeting Grounds*

**Recycling**

Consumer activism and habits, recycling systems in cross-cultural perspective and regional comparisons

Monika Maron, *Flight of the Ashes*

**The European Green Partys**

Their party platforms and philosophies in comparison, their history, electoral successes and failures, the European Union and the European Parliament and its role in environmental policy

**2020-112 SOCI 2701E Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15716 |
| **Request Proposer** | Godfrey |
| **Course Title** | Sustainable Societies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Sociology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | SOCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Sociology |
| **Course Title** | Sustainable Societies |
| **Course Number** | 2701 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Request is for E-designation and so course number will not change |

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| **CONTACT INFO** | |
| **Initiator Name** | Phoebe C Godfrey |
| **Initiator Department** | Sociology |
| **Initiator NetId** | phg07001 |
| **Initiator Email** | [phoebe.godfrey@uconn.edu](mailto:phoebe.godfrey@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | Yes |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 45 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussion |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Open to sophomores or higher. |
| **Corequisites** | None |
| **Recommended Preparation** | Recommended preparation: SOCI 1001, SOCI 2709. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** |  |
| **If not generally available at all campuses, please explain why** |  |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | SOCI 2701. Sustainable Societies 3.00 credits Prerequisites: Open to sophomores or higher. Recommended preparation: SOCI 1001, SOCI 2709. Grading Basis: Graded Sociological perspectives on the concepts of sustainability, focusing on issues of climate change mitigation and adaptation, including questions of social transitions based on concepts of social justice, biomimicry, permaculture and the future of life on earth. |
| **Provide proposed title and complete course catalog copy** | SOCI 2701E. Sustainable Societies 3.00 credits Prerequisites: Open to sophomores or higher. Recommended preparation: SOCI 1001, SOCI 2709. Grading Basis: Graded Sociological perspectives on the concepts of sustainability, focusing on issues of climate change mitigation and adaptation, including questions of social transitions based on concepts of social justice, biomimicry, permaculture and the future of life on earth. |
| **Reason for the course action** | Seeking E-designation |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Course Objectives 1. Critically apply the theory of intersectionality to the social aspects of sustainability and environmental regeneration. 2. Explain how achieving sustainability is inseparable from the intersecting social issues of race/racism, sexism and economic inequalities. 3. Apply an intersectional analysis to group projects that address in either direct or indirect ways environmental issues, though the concept of sustainability 4. Produce an academic quality group research paper that applies an intersectional analysis to group project data in order to present research results and implications 5. Present group research findings |
| **Describe course assessments** | 1. Class Participation – 20 % 2. Learning Journals, including Creative Expressions- these can be art / photos / poems / creative thoughts-doodles by YOU linked to a quote / concept from readings – 35% 3. Group Project / Paper & Presentation – 30 % 4. Class Final - 15% (mandatory attendance) |
| **General Education Goals** | Students in this course will: -acquire complex intellectual understanding of the social and environmental aspects of achieving sustainability -acquire moral sensitivity though the understanding and use of intersectionality and cultural complexity -acquire awareness of their era and society through the lens of the global examples of and plans for sustainability from social and environmental perspectives -acquire consciousness of the diversity of human culture and experience by engaging in service learning projects and by analyzing them using intersectionality |
| **Content Area: Social Sciences** | Students in this course are: 1. Introduced students to theories and concepts of the social sciences such as intersectionality 2. Introduced to methods used in the social sciences, by using their group project experiences as data for their group papers 3. Introduced to the complex and culturally based way in which individuals, groups, institutions, or societies behave and influence one another and the natural environment in both negative and positive ways 4. Provided with tools to critically analyze social, political, or economic groups/organizations (such as families, communities, or governments), and to examine social issues and problems at the individual, cultural, societal, national, or international level. Social issues that are addressed include gender, race, social class, political power, economic power, and cross-cultural interaction (again using intersectionality) as well as how all of these issues intersect with the environment |
| **Environmental Literacy** | This course meets the E-Designation by engaging in the following criteria The course presents theories, observations, or models of how humans BASED on the INTERSECTIONS of CULTURE / RACE / CLASS / GENDER impact the health and well-being of the natural world; The course presents theories, observations, or models of how the natural world affects human health and well-being BASED on the INTERSECTIONS of CULTURE / RACE / CLASS / GENDER ; The course explores how public policies, legal frameworks, and/or other social systems BASED on the INTERSECTIONS of CULTURE / RACE / CLASS / GENDER affect the environment; The course explores the moral and/or ethical dimensions BASED on the INTERSECTIONS of CULTURE / RACE / CLASS / GENDER regarding the environment; The course explores the cultural, creative, or artistic representations of human-environment interactions BASED on the INTERSECTIONS of CULTURE / RACE / CLASS / GENDER. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Godfrey-Sustainable Societies Spring 2020-E.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172460&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C993fc592ea1145505c4208d7cad5f2ae%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200892567791137&sdata=JDA6ZZ4kxRG1wGZ5FdG90A4eHICL4zkT6nHMoYGxNlw%3D&reserved=0) | Godfrey-Sustainable Societies Spring 2020-E.pdf | Syllabus | | [Godfrey-Guidebook Spring 2020-Sustainble Societies.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172461&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C993fc592ea1145505c4208d7cad5f2ae%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200892567791137&sdata=AD9PqPxJGHQhgSJZQngMWzTAfl%2BZo3HewTVfzpc6wp8%3D&reserved=0) | Godfrey-Guidebook Spring 2020-Sustainble Societies.pdf | Other | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Phoebe C Godfrey | 03/05/2020 - 11:58 | Submit |  | Here it is | | Sociology | Ralph B McNeal | 03/17/2020 - 15:53 | Approve | 12/11/2019 | we can slide this to a real meeting as I do not believe the E designation is pressing re dates. | |

**2020-113 SOCI 2705E Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15717 |
| **Request Proposer** | Godfrey |
| **Course Title** | Sociology of Food |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Sociology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | SOCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Sociology |
| **Course Title** | Sociology of Food |
| **Course Number** | 2705 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Request is for E-designation and so course number will not change |

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| **CONTACT INFO** | |
| **Initiator Name** | Phoebe C Godfrey |
| **Initiator Department** | Sociology |
| **Initiator NetId** | phg07001 |
| **Initiator Email** | [phoebe.godfrey@uconn.edu](mailto:phoebe.godfrey@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | Yes |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 45 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and discussion |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Open to sophomores or higher. |
| **Corequisites** | Not open for credit to students who have passed SOCI 3271 when offered either as Food or as Sustainability. |
| **Recommended Preparation** | Recommended preparation: SOCI 1001 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** |  |
| **If not generally available at all campuses, please explain why** | There is no one at other campuses who currently wants to teach it |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | SOCI 2705. Sociology of Food 3.00 credits Prerequisites: Open to sophomores or higher. Not open for credit to students who have passed SOCI 3271 when offered either as Food or as Sustainability. Recommended preparation: SOCI 1001 Grading Basis: Graded Social factors shaping the industrial food system, as well as a social analysis of viable alternatives. |
| **Provide proposed title and complete course catalog copy** | SOCI 2705E. Sociology of Food 3.00 credits Prerequisites: Open to sophomores or higher. Not open for credit to students who have passed SOCI 3271 when offered either as Food or as Sustainability. Recommended preparation: SOCI 1001 Grading Basis: Graded Social factors shaping the industrial food system, as well as a social analysis of viable alternatives. |
| **Reason for the course action** | Seeking E designation |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Course Objectives 1. Critically apply the theory of intersectionality to the social aspects of global food production and its historical and current environmental impacts. 2. Explain how food production is inseparable from the intersecting social issues of race/racism, sexism and economic inequalities. 3. Apply an intersectional analysis to a group project experience that addresses in either direct or indirect ways food production - consumption and the resulting social and environmental consequences 4. Produce an academic quality group paper that applies an intersectional analysis to group project data in order to present research results and implications 5. Present group research findings to class |
| **Describe course assessments** | Course Requirements Summary and Grade Percentage: 1.Class Participation – 20% 2. Critical Reading Posting plus Creative Expression -30% 3.Group Project / Paper– 35 % 5.Group Presentation / Class Final - 15% (mandatory attendance) |
| **General Education Goals** | Students taking this course will -acquire complex intellectual understanding of the social and environmental aspects of global food production both in the past and currently -acquire critical judgment and critical thinking skills -acquire moral sensitivity though the understanding and use of intersectionality -acquire awareness of their era and society through the lens of global food production as a social and environmental crisis issue -acquire consciousness of the diversity of human culture and experience by engaging in group projects and by analyzing them using intersectionality |
| **Content Area: Social Sciences** | Students in this course are: 1. Introduced students to theories and concepts of the social sciences such as intersectionality 2. Introduced to methods used in the social sciences, by using their group projects as data for analysis 3. Introduced to the complex and culturally based way in which individuals, groups, institutions, or societies behave and influence one another and the natural environment in relation to the global production and consumption of food 4. Provided with tools to critically analyze social, political, or economic groups/organizations (such as families, communities, or governments), and to examine social issues and problems at the individual, cultural, societal, national, or international level. Social issues that are addressed include gender, race, social class, political power, economic power, and cross-cultural interaction (again using intersectionality) as well as how all of these issues intersect with the environment in relation to the global production and consumption of food. |
| **Environmental Literacy** | This course meets the E-Designation by engaging in the following criteria The course presents theories, observations, or models of how humans BASED on the INTERSECTIONS of CULTURE / RACE / CLASS / GENDER impact the health and well-being of the natural world in relation to the global production and consumption of food. The course presents theories, observations, or models of how the natural world in relation to the global production and consumption of food affects human health and well-being BASED on the INTERSECTIONS of CULTURE / RACE / CLASS / GENDER The course explores how public policies, legal frame works, and/or other social systems BASED on the INTERSECTIONS of CULTURE / RACE / CLASS / GENDER affect the environment in relation to the global production and consumption of food. The course explores the moral and/or ethical dimensions BASED on the INTERSECTIONS of CULTURE / RACE / CLASS / GENDER regarding the environment in relation to the global production and consumption of food. The course explores the cultural, creative, or artistic representations of human-environment interactions BASED on the INTERSECTIONS of CULTURE / RACE / CLASS / GENDER in relation to the global production and consumption of food. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Godfrey -Sociology of Food Spring 2020-E.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172472&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C3292a2adefab4f3f29d808d7cad5a9b7%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200891342596316&sdata=ueKmByN2qs3Q9nrrNGBiC5jtmciFCAffTGB2J9%2FVp7Y%3D&reserved=0) | Godfrey -Sociology of Food Spring 2020-E.pdf | Syllabus | | [Course Guidebook Spring 2020-Food.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172474&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C3292a2adefab4f3f29d808d7cad5a9b7%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200891342606306&sdata=qt%2BdYUkU%2FGQQXG63icl9YOjQWOUg6rvpk6%2FoPd1cevg%3D&reserved=0) | Course Guidebook Spring 2020-Food.pdf | Other | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Phoebe C Godfrey | 03/05/2020 - 12:32 | Submit |  | Here it is | | Sociology | Ralph B McNeal | 03/17/2020 - 15:53 | Approve | 12/11/2019 | we can slide this to a real meeting as I do not believe the E designation is pressing re dates. | |

**2020-114 SOCI 2709WE Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15715 |
| **Request Proposer** | Godfrey |
| **Course Title** | Society and Climate Change |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Sociology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | SOCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Sociology |
| **Course Title** | Society and Climate Change |
| **Course Number** | 2709W |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Request is for E-designation and so course number will not change |

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| **CONTACT INFO** | |
| **Initiator Name** | Phoebe C Godfrey |
| **Initiator Department** | Sociology |
| **Initiator NetId** | phg07001 |
| **Initiator Email** | [phoebe.godfrey@uconn.edu](mailto:phoebe.godfrey@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | Yes |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | No |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussion |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Open to sophomores or higher; ENGL 1010 or 1011 or 2011. Recommended Preparation: SOCI 1001. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | Not open for credit to students who have passed SOCI 3271 when offered as Society and Climate Change. |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | Yes |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | SOCI 2709W. Society and Climate Change 3.00 credits Prerequisites: Open to sophomores or higher; ENGL 1010 or 1011 or 2011. Recommended Preparation: SOCI 1001. Not open for credit to students who have passed SOCI 3271 when offered as Society and Climate Change. Grading Basis: Graded Sociological perspectives on the social, economic, political, and environmental causes and consequences of anthropogenic global climate change. |
| **Provide proposed title and complete course catalog copy** | SOCI 2709WE. Society and Climate Change 3.00 credits Prerequisites: Open to sophomores or higher; ENGL 1010 or 1011 or 2011. Recommended Preparation: SOCI 1001. Not open for credit to students who have passed SOCI 3271 when offered as Society and Climate Change. Grading Basis: Graded Sociological perspectives on the social, economic, political, and environmental causes and consequences of anthropogenic global climate change. |
| **Reason for the course action** | Seeking E-designation |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | At the end of this course students will be able to: Critically apply the theory of intersectionality to the social aspects of climate change and environmental destruction through service learning projects. Explain how climate change as a social and environmental issue is inseparable from the intersecting social issues of race/racism, sexism and economic inequalities race. Apply an intersectional analysis to a service learning experience that addresses in either direct or indirect ways environmental issues, including but not exclusive to climate change Produce an academic quality research W paper that applies an intersectional analysis to service learning data in order to present research results and implications Present research findings to class |
| **Describe course assessments** | Course Requirements Summary and Grade Percentage: 1. Class Participation – 20 % 2. Learning Journals - 30% 3. Individual Paper or Group W Paper – 35% 4. Presentation / Class Final - 15% (mandatory attendance) |
| **General Education Goals** | In this course students: -acquire complex intellectual understanding of the social and environmental aspects of global climate change -acquire critical judgment and critical thinking skills -acquire moral sensitivity though the understanding and use of intersectionality -acquire awareness of their era and society through the lens of global climate change as a social and environmental issue -acquire consciousness of the diversity of human culture and experience by engaging in service learning projects and by analyzing them using intersectionality |
| **Content Area: Social Sciences** | Students in this course are: 1. Introduced students to theories and concepts of the social sciences such as intersectionality 2. Introduced to methods used in the social sciences, by using their service learning experiences as data for their W papers 3. Introduced to the complex and culturally based way in which individuals, groups, institutions, or societies behave and influence one another and the natural environment. 4. Provided with tools to critically analyze social, political, or economic groups/organizations (such as families, communities, or governments), and to examine social issues and problems at the individual, cultural, societal, national, or international level. Social issues that are addressed include gender, race, social class, political power, economic power, and cross-cultural interaction (again using intersectionality) as well as how all of these issues intersect with the environment |
| **Writing Competency** | As a W class it meets the following criteria Students write a minimum of fifteen pages that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness; Address writing in process, require revision, and provide substantial supervision of student writing. (The structure of revision and supervision may vary, including in-class writing workshops, individual consultation, substantial formative commentary on drafts, and so on.); Have an enrollment cap of nineteen students per section: Make explicit the relation between writing and learning in the course: Articulate the structure of supervision of student writing; Explain the place and function of revision in the course; Detail how the page requirement will be met; Require that students must pass the writing component in order to pass the course. |
| **Environmental Literacy** | This course meets the E-Designation by engaging in the following criteria The course presents theories, observations, or models of how humans BASED on the INTERSECTIONS of CULTURE / RACE / CLASS / GENDER impact the health and well-being of the natural world; The course presents theories, observations, or models of how the natural world affects human health and well-being BASED on the INTERSECTIONS of CULTURE / RACE / CLASS / GENDER ; The course explores how public policies, legal frameworks, and/or other social systems BASED on the INTERSECTIONS of CULTURE / RACE / CLASS / GENDER affect the environment; The course explores the moral and/or ethical dimensions BASED on the INTERSECTIONS of CULTURE / RACE / CLASS / GENDER regarding the environment; The course explores the cultural, creative, or artistic representations of human-environment interactions BASED on the INTERSECTIONS of CULTURE / RACE / CLASS / GENDER. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Godfrey-Climate Change W-XXXX-E.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172442&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb803658282bb400d199108d7cad631dc%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200893615641438&sdata=%2B1Nx0pi097uZ%2B3jkzIJV7Psx7nhxcOLarNzw8dWSzvQ%3D&reserved=0) | Godfrey-Climate Change W-XXXX-E.pdf | Syllabus | | [Course Guidebook Fall 2019 W-Final.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172443&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb803658282bb400d199108d7cad631dc%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200893615641438&sdata=RtnERF5FJ7GHqCKcGB1emqsaduuDg2wHSz0gb%2FNHLRQ%3D&reserved=0) | Course Guidebook Fall 2019 W-Final.pdf | Other | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Phoebe C Godfrey | 03/05/2020 - 11:11 | Submit |  | Here it is | | Sociology | Ralph B McNeal | 03/17/2020 - 15:50 | Approve | 12/11/2019 | we can slide this to a real meeting as I do not believe the E designation is pressing re dates. | |

**Add a W**

**2020-115 CHIN 3230W Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15631 |
| **Request Proposer** | Yang |
| **Course Title** | Language and Identity in Greater China |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | CHIN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Language and Identity in Greater China |
| **Course Number** | 3230W |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | I am just adding a W to an existing course. |

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| **CONTACT INFO** | |
| **Initiator Name** | Chunsheng Yang |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | chy13003 |
| **Initiator Email** | [chunsheng.yang@uconn.edu](mailto:chunsheng.yang@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area E: World Culture |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussions |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ENGL 1010, 1011, or 2011 |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | Instructor Consent Required |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Instructor housed at Storrs |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | CHIN 3230. Language & Identity in Greater China 3.00 credits Prerequisites: None. Grading Basis: Graded Topics include role of language, linguistic indexing of socio-economic class, dialects and regional language variation, impact of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition in greater China. Taught in English. CA 4-INT. |
| **Provide proposed title and complete course catalog copy** | CHIN 3230. Language & Identity in Greater China 3.00 credits Prerequisites: None. Grading Basis: Graded Topics include role of language, linguistic indexing of socio-economic class, dialects and regional language variation, impact of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition in greater China. Taught in English. CA 4-INT. CHIN 3230W. Language & Identity in Greater China 3.00 credits Prerequisites: ENGL 1007 and 1010 and 1011 and 2011. Instructor consent required. Grading Basis: Graded |
| **Reason for the course action** | In Chinese 3230,students will not only learn how language and identity are interrelated to each other in Greater China area, they will also learn how to write an academic paper on an issue related to the course topics. The preparation for the research paper runs throughout the course, from research topic selection, proposal writing, literature review, methodology, data collection and analysis, and paper write up, and all stages will undergo a writing-revision process. |
| **Specify effect on other departments and overlap with existing courses** | no |
| **Please provide a brief description of course goals and learning objectives** | Course goals: This course will examine the ways in which language contributes to shaping social, cultural, and ethnic identities in Greater China. Topics will include the role of language in Chinese culture, the linguistic indexing of socio-economic class, dialects and regional language variation, the impacts of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition. We will also explore the emergence of new forms of language as influenced by modern technologies and reflect on the possible future developments. Course Objectives: After taking this course, students are expected to: ¬ Explain, and argue for, the ways in which language expresses deference, power, solidarity and identity; ¬ Be equipped with the vocabulary and knowledge to make comments on specific cases of identity construction in language use; ¬ Work in a group to discuss the different ways in which language can be analyzed in terms of power, solidarity, identity, gender; ¬ Learn how to conduct research in sociolinguistics and how to write an academic paper of at least 15 pages. |
| **Describe course assessments** | 1. Preparation & participation 20 % 2. Leading one reading discussion 20 % 3. Two exams 30 % 4. Final research paper 30 % |
| **General Education Goals** | the course has been approved by CLAS CC and GEOC and is under review by the Senate C&Conly. The Writing competency is just being added. This course will teach students how to conduct research and how to write an academic research paper using the concepts, methods, and communicative standards of sociolinguistics. The whole process of writing a research paper will be addressed in the course: research topic selection, research proposal, methodology, data collection, data analysis, and final paper write up. Students will gain deeper understanding about issues central the content and research methodologies used in sociolinguistics as well as in other social sciences. |
| **Content Area: Arts and Humanities** | Language and identity are two important aspects of any culture. This course meets the following criteria of Area 1 category of general education: 1. Investigations and historical/critical analyses of human experience: by focusing on language, culture and identity in greater China, the course introduces to students language change, interaction between language use, speaker identity and national policy in greater China, and helps students understand the complicated relationships between language and identity. In the process it fosters critical thinking about related issues such as people's responses to national language policy and language reform as well as the language rights of minority group. 2. Investigations into cultural or symbolic representation as an explicit subject of study: the course investigates how people negotiate their identity through their language use, attitudes towards language, and language (re)appropriations. |
| **Content Area: Diversity and Multiculturalism (International)** | Chinese 3230: Language and identity in Greater China examines the ways in which language contributes to shaping social, cultural and ethnic identities in Greater China. Topics include the role of language in Chinese culture, the linguistic indexing of socio-economic class, dialects and regional language variation, the impacts of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition. The course fulfills the following criteria of the CA-4 (international): 1. Emphasize that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity: As can be seen from the course topics, students will learn how language use is shaped by various factors in Greater China (professional, ethnic, and national ones) and understand how people respond to individual and national conflict in such interaction; 2. Consider the similarities that may exist among diverse groups: The course focuses on the language use in Greater China and how people negotiate and construct their identities via language use. Similar issues exist almost in every society/culture. 3. Develop an awareness of the dynamics of social, political, and/or economic power in the context of any of the above four items”: The course helps students gain a better understanding of the multiple ways in which language and identity are intertwined as well as the issues and challenges facing contemporary Chinese society. |
| **Writing Competency** | CHIN 3230 covers various topics related to language and identity in Greater China, such as the role of language in Chinese culture, the linguistic indexing of socio-economic class, dialects and regional language variation, the impacts of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition. The Writing requirement of this course will help students connect the course content with a topic they are interested in. By conducting a research project on a chosen topic, students will further their understanding of the course content, especially related to the topic they choose. More importantly, students will learn how to choose a research topic, propose hypotheses based upon literature review, design a plan to test their hypotheses, collect appropriate data, analyze data appropriately, report and discuss the results/finding by linking to the proposed hypotheses, and write up the whole paper eventually. Final research paper schedules Week 2 and Week 3: Research tutorials Week 4: Final research paper proposal due Week 5: Revised final research paper proposal due Week 6: Final research paper literature review due Week 7: Revised final research paper literature review due Week 8: Final research paper methodology due Week 10: Revised final research paper methodology due + data collection for final research paper Week 11: Data collection and data analysis for final research paper Week 12: Final research paper write-up Week 13: Final research paper write-up Week 14: First draft of final research paper due + individual meeting on final research paper Week 15: Final research paper powerpoint presentation Week 16: Revised final research paper, including the abstract, due on HuskyCT |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [languageandidentitysyllabus\_2021-1.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F173001&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C8fba16c1a8d94645c15708d7cd2b916a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637203459318534414&sdata=t%2Bs3B%2B9GRwuH3oErEpM8rtQsszZt4KIjWhozbB3S9iA%3D&reserved=0) | languageandidentitysyllabus\_2021-1.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Chunsheng Yang | 03/02/2020 - 09:47 | Submit |  | I am adding W component to the course. | | Literatures, Cultures and Languages | Jennifer Terni | 03/20/2020 - 19:20 | Approve | 3/20/2020 | This course is now at the Senate C & C for Gen Ed approval. The course creator realized that he would prefer that the course also be designated a W which is the reason for this revision. I has been vetted and approved. | |

**UConn 2021 Spring Semester**

**Chinese 3230W: Language and Identity in Greater China**

Time: Wed 4:00 – 6:45 pm Room: Oak 301

Instructor: Dr. Chunsheng Yang Office: Oak Hall 204

Email: [chunsheng.yang@uconn.edu](mailto:chunsheng.yang@uconn.edu) Phone: 860-486-9240

Office hours: Wednesday 12:10 – 1:10 pm or by appointment

**Course Description:**

This course will examine the ways in which language contributes to shaping social, cultural, and ethnic identities in Greater China. Topics will include the role of language in Chinese culture, the linguistic indexing of socio-economic class, dialects and regional language variation, the impacts of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition. We will also explore the emergence of new forms of language as influenced by modern technologies and reflect on the possible future developments.

Based on the study of Greater China, students will develop a broad theoretical understanding of the multiple ways in which language and identity are intertwined. In addition, they will emerge with an increased appreciation of the issues and challenges facing contemporary Chinese society today.

**Course Objectives:**

After taking this course, students are expected to:

* Explain, and argue for, the ways in which language expresses deference, power, solidarity and identity;
* Be equipped with the vocabulary and knowledge to make comments on specific cases of identity construction in language use;
* Work in a group to discuss the different ways in which language can be analyzed in terms of power, solidarity, identity, gender;
* Learn how to conduct research in sociolinguistics and how to write an academic paper of at least 15 pages.

**Course Materials:**

No textbooks will be used. Instead, articles, book chapters, and movies will be used as course materials. Go to HuskyCT to download the required readings and read them before class. Reading before class is required. You also need to bring the readings to class either on computers or in hard copy for reference during class discussion.

**Course Evaluation:**

1. Preparation & participation 20 %
2. Leading one reading discussion 20 %
3. Two exams 30 %
4. Final research paper 30 %

**Preparation and participation**

You are expected to attend class regularly and actively participate in the discussions. You are expected to complete the assigned readings BEFORE each class. Your preparation and participation will be assessed on a weekly basis, based on how well you have completed the assigned readings before class and how you participated in classroom activities (starting Week 2).

6 – Students show signs of excellent preparation before coming to class and can answer most of the instructions questions. Students proactively participates in classroom activities and contributes to class by offering good ideas and questions.

4 – Students show signs of some preparation before coming to class, and can answer some of the instruction’s questions. Students contribute to classroom activities.

2 – Students show signs of lack of preparation before coming to class. Students participates in class activities.

0 – Students who miss classes regularly cannot participate. Students (b) who come to class totally unprepared and cannot answer any questions related to the assigned readings; (c) seldom or do not participate in classroom activities; students (d) who engage in non-class-related activities during class; students (e) who play with their cell phones, laptops or other electronic devices (e.g., checking emails, texting, updating Twitter or Facebook pages, or Youtube).

The lowest grade will be removed when the final grade is calculated.

***A note on group discussion:*** *We will have small group discussions regularly in class. All group members are expected to participate in the discussion actively and take notes of their discussion on papers or computer so that you can refer to it in later discussion and presentation. More importantly, all groups need to submit their notes at the end of the class (hard copy or email), which account for a big chunk of the daily grade.*

**Leading one reading discussion**

You will choose and lead the discussion of one reading. For the reading discussion, you should present the main points/issue of the assigned reading (do not worry about the technical aspects, such as the statistics and jargons), and prepare 3-4 questions for class discussion. The presentation should be around 20 minutes or so. Too long or too short would lead to point deductions. You need to prepare PowerPoint slides for your presentation. Your presentation will be graded for the content and clarity of the presentation, and the engagement of the discussion.

Grading rubrics for leading discussion:

Content, including good timing: 50 pts

Clarity: 30 pts

Interaction with audience: 20 pts

**Two exams**

There will be two in-class exams (March 11th and April 22th) consisting of true or false questions, definitions, and short answer questions. Each exam covers the reading materials of half semester. The exam does not test your memorization of concepts (although an understanding of the key concepts are essential and important to answer the exam questions), but test your understanding of the issues in our readings and your ability to apply what we have read from the readings to some related issues. Many of the exam questions will be chosen from the presentation ppts and our in-class discussion.

Two sample questions are:

1) How do language attitudes in China vary with regions? And why?

2) What is the relationship between language and gender? Illustrate with one example.

**Final research paper**

The final research paper can be any aspect of Chinese/its dialects or the comparison between Chinese and English. Some topics you may consider are:

1. The status of English in China;
2. The nature of Chinese writing;
3. Chinese internet language, as compared to English;
4. Some interesting features of Chinese grammar (no tense);
5. About Chinese writing (nv shu “women’s writing”, Dongba scripts);
6. The change of Chinese lexicon (i.e., “xiaojie”, “tongzhi”) and new lexicon;
7. Language attitude towards Chinese, Chinese-accented English on the American campus;
8. Chinese second language learners’ attitude and motivation in learning Chinese;
9. Chinese as a “lingua franca”;
10. The borrowing of Chinese words in English (i.e., “kowtow”, “yin-yang”, etc.);
11. Political discourse in Chinese or US media…

You need to do decent amount of research for your paper. When searching for literature on your topic, do not rely on google only, unless the search findings link you to academic journals/books, etc. Go to lib.uconn.edu and search by your chosen topic or keywords. You will find a lot of articles and books.

The research paper (15 pages at least, double space) should include the following sections:

1. Introduction: why are you interesting in a certain topic? Why is it important?
2. Literature review: what have we already known about this topic?
3. Methodology: how do you plan to conduct your research on this topic? Survey? Experiment? Or Interview?
4. Results or data analysis
5. Discussions
6. Conclusion

The format of your research paper should follow the style of APA.

**Final research paper schedule and grading:**

Week 2 and Week 3: Research tutorials

Week 4: Final research paper proposal due 10%

Week 5: Revised final research paper proposal due

Week 6: Final research paper literature review due 20%

Week 7: Revised final research paper literature review due

Week 8: Final research paper methodology due 20%

Week 10: Revised final research paper methodology due + data collection for final research paper

Week 11: Data collection and data analysis for final research paper

Week 12: Final research paper write-up

Week 13: Final research paper write-up

Week 14: First draft of final research paper due + individual meeting on final research paper 20%

Week 15: Final research paper powerpoint presentation 10%

Week 16: Revised final research paper, including the abstract, due on HuskyCT

20%

**Policy on final research paper**

This is a W course, in which you will not only learn how language and identity are interrelated to each other in Greater China area, you will also learn how to write an academic paper on an issue related to the course topics.

Writing an academic paper is no easy task and takes a lot of time and efforts. This course will walk you through the whole process of writing a paper in sociolinguistics: from brainstorming ideas for research, research tutorials, research proposal, literature review, methodology, data collection, data analysis, to paper write-up. You will be asked to review and revise the work you submit for each stage of this process.

Different components of the research paper will be graded for its structure, content, and language.

Your final submission will be a complete academic paper, together with an abstract (at least 15 pages, double space).

**\* According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.**

**Grading Scale:**

|  |  |  |
| --- | --- | --- |
| Grade | Letter Grade | GPA |
| 93-100 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 63-66 | D | 1.0 |
| 60-62 | D- | 0.7 |
| <60 | F | 0.0 |

### University Writing Center

All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student’s revisions, so they frequently provide a sounding board for a writer’s ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to [writingcenter.uconn.edu](http://writingcenter.uconn.edu/).

### Academic Integrity

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn’s Responsibilities of Community Life: The Student Code and the Office of Community Standards: [http://www.community.uconn.edu](http://www.community.uconn.edu/)

### Students With Disabilities

Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations.  For more information, please go to <http://www.csd.uconn.edu/>.

|  |  |  |
| --- | --- | --- |
| **Week** | **Date and Content** | **Presenter** |
| Week 1 01/22/21 | Course introduction & get to know each other  Introduction to China and Chinese languages  <http://www.mtholyoke.edu/~yu25s/classweb/worldpolitics/Site/Introduction.html>  Three-minute video of Chinese history <https://www.youtube.com/watch?v=fCH7B9m4A4M&t=113s>  10 min intro to China <https://www.youtube.com/watch?v=2IqdV5EfByg>  <https://www.youtube.com/watch?v=QY0AMmLuiqk&t=672s>  Chinese dialects <https://www.youtube.com/watch?v=swvFhxkbj3A>  <https://www.youtube.com/watch?v=0uoEHsPAQfo>  乡音苑<http://phonemica.net/s> |  |
| Week 2  01/29/21 | Language and identity (Lecture ppts)  Language policy, practice and attitudes in mainland China I  Naming practice in China (Blum, 1997)  Language planning, naming and character use in China (Zhao and Baldauf, 2007)  Research tutorial |  |
| Week 3  02/05/21 | Language policy, practice and attitudes in mainland China II  Language attitudes towards Putonghua in Shanghai and Guangzhou (Zhou, 2001)  Language attitudes of two contrasting ethnic minority nationalities in China: the "model" Koreans and the "rebellious" Tibetans (Zhou, 2000)  *tuanjie hua*: an Yi-Han mixed language (Tsung, 2012)  Research tutorial |  |
| Week 4  02/12/21 | Language policy, practice and attitudes in Taiwan  Multilingualism in Taiwan (Chen, 2010)  <https://www.youtube.com/watch?v=6Kjkg-x9_oE>  Language policy, practice and attitudes in Hong Kong  Language use, policy and planning in Hong Kong (Poon, 2010)  Changing linguistic landscape in HK <https://www.youtube.com/watch?v=7eCFKRxqUMo>  Final research paper proposal due |  |
| Week 5  02/19/21 | Language policy, practice and attitudes in Macau  Language situation in Macau (Yan, 2017)  <https://www.youtube.com/watch?v=LdzfODyvvs0>  Language practice, policy and attitude in Singapore  Language policy in Singapore (Chua, 2010)  Movie screening *I not stupid*  <https://www.youtube.com/watch?v=D2suufivBZQ>  <https://v.qq.com/x/page/n060284fwgj.html>  Revised final research paper proposal due |  |
| Week 6  02/26/21 | Language and gender  Language, gender and culture (Fan, 1996)  The reapproriation of *tongzhi* (Wong, 2005)  *nvshu* (presented by Yang Laoshi) <http://homepage3.nifty.com/nushu/home.htm>  Final research paper literature review due |  |
| Week 7  03/04/21 | Language and urban/rural identity  Beijing yuppies (Zhang, 2005)  New middle-class consumers (Zhang, 2017)  Language ideology and migrant identity construction (Dong, 2009)  Revised final research paper literature review due |  |
| Week 8  03/11/21 | Exam 1 review (the first hour)  **In-class exam 1**  Final research paper methodology due |  |
| Week 9  03/18/20 | Spring recess |  |
| Week 10  03/25/21 | Language attrition and maintenance in the overseas Chinese community  Home language maintenance (Zhang, 2004)  Chinese heritage learning and learner identity (Wong and Xiao, 2010)  Chinatown in DC (Lou, 2012)  Revised final research paper methodology due  Data collection for final research paper |  |
| Week 11  04/01/21 | Chinese as a lingua franca  Li (2006) (two presenters)  New linguistic landscape in China I  Learning English in China (Feng, 2009)  English ants are digging holes in the Chinese levee (Yan, 2013)  Data collection and data analysi for final research paper |  |
| Week 12  04/08/21 | New linguistic landscape in China II  Internet language and youth identity (Liu, 2012)  Language use on Chinese internet (Yuan, 2011)  Harmony as language policy (Wang et al. 2016) (two presenters)  Final research paper write-up |  |
| Week 13  04/15/21 | Pragmatics  Chinese face (He and Zhang, 2011)  Compliment-responding in Chinese (Chen & Yang, 2010)  Final research paper write-up |  |
| Week 14  04/22/21 | **In-class exam 2**  First draft of final research paper due  Individual meeting on final research paper |  |
| Week 15  04/29/21 | Final research paper presentation (with peer assessment): Prepare a 4-5 minute oral presentation of your paper as if you were presenting in an academic conference; |  |

\*Revised final research paper due on HuskyCT, noon of May 6th, 2021

**Reading lists**

Blum, Susan. 1997. Naming practices and the power of words in China. Language in Society, 26,3, 357-379.

Chen, Rong, and Dafu Yang. 2010. Responding to compliments in Chinese: Has it changed? Journal of Pragmatics, 42, 1951-1963.

Chen, Su-Chicao. 2010. Multilingualism in Taiwan. International Journal of the Sociology of Language,205, 79-104.

Chua, Siew Kheng Catherine. 2010. Singapore;s language policy and its globalized concept of bi(tri)lingualism. Current Issues in Language Planning. 11,4, 413-429.

Dong, Jie. 2009. 'Isn’t it enough to be a Chinese speaker': Language ideology and migrant identity construction in a public primary school in Beijing. Language & Communication 29, 2, 115-126.

Fan, Carol C. 1996. Language, gender and Chinese culture. International Journal of Politics, Culture and Society 10, 1, 95-114.

Farris, Catherine. Gender and grammar in Chinese: With implications for language universals. Modern China, 14, 3, 277-308.

Feng, Anwei. 2009. English in China: Convergence and divergence in policy and practice.AILA review, 22, 85-102.

He Ming, and Shao-jie Zhan, 2011. Re-conceptualizing the Chines concept of ace from a face-sensitive perspective: A case study of a modern Chinese TW drama. Journal of Pragmatics, 43, 2360-2372. https://www.youtube.com/watch?v=a9oc1NV6AlY

Lai, Mee Ling. 2010. International Multilingual Research Journal. 4, 83-106.

Li, David Chor-Shing. 2006. Chinese as a lingua franca in greater China. Annual Review of Applied Linguistics, 26, 149-176.

Liu, Jin. 2012. The use of Chinese dialects on the internet: Youth language and local youth identity in urban China. In Liu, Jin and Hongyin Tao (eds.) Chinese under globalization: Emerging trends in language use in China. Singapore: World Scientific Publishing Company.

Lo, Jackie Jia. 2012. Chinatown in Washington, DC: The bilingual landscape. World Engilshes, 31, 1, 34-47.(any other examples?)

Poon, Anita Y. K. 2010. Language use, and language policy and planning in Hong Kong. Current Issues in Language Planning: 11, 1, 1-66.

Tsung, Linda. 2012. Language and power: Tuanjie hua, an Yi-Han mixed language. International Journal of the Sociology of Language. 215, 63-77.

Wang, Xuan, Kasper Juffermans, and Caixia Du. 2015. Harmony as language policy: an internet perspective. Language Policy,

Wong, Ka F. and Yang Xiao. 2010. Diversity and difference: Identity issues of Chinese heritage language learners from dialect backgrounds. Heritage Language Journal, 7,2, 314-348.

Wong, Andrew. 2005.The reappropriation of tongzhi. Language in Society 34, 763-793.

Yan, Xi. 2013. English ants are digging holes in the Chinese levee: Language ideological debates in the Chinese media. Language Problem & Language Planning, 37, 1, 31-45.

Yan, Xi. 2016. ‘Macao has died, traditional Chinese characters have died’: a study of netizens’ comments on the choice of Chinese scripts in Macao. Journal of Multilingual and Multicultural Development.37, 6, 564-575.

Yan, Xi. 2017. The language situation in Macao. Current Issues in Language Planning. 18,1, 1-38.

Yuan, Elaine J. 2011. Language use as social practice on the Chinese internet.

Zhang, Donghui. 2004. Home language maintenance among second generation Chinese American children. Working Papers in Educational Linguistics 19, 2, 33-53.

Zhang, Qing. 2005. A Chinese yuppie in Beijing: Phonological variation and the construction of a new professional identity. Language in Society, 34, 431-466.

Zhang Qing. 2017. Chapter 4.

Zhao, Shouhui, and Richard B. Baldauf. 2007. Language planning, naming and character use in China. Current Issues in Language Planning, 8,3, 283-304.

Zhou, Minglang. 2000. Language attitudes of two contrasting ethnic minority nationalities in China: the “model” Koreans and the “rebellious” Tibetans. International Journal of the Sociology of Language, 146, 1, 1-20.

Zhou, Minglang. 2001. The spread of Putonghua and language attitude changes in Shanghai and Guangzhou, China. Journal of Asian Pacific Communication 11, 2, 231-253.

**From Agenda Part 2**

**A. Approvals by the Chair**

**2020-116 COMM 3198. Add Factotum Course: Variable Topics in Professional Communication**



**Proposal to Add a Factotum Course**

Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular “Add a course” proposal form must be submitted for committee vote.

All 1000- and 2000-level courses require additional approval by Senate C&C.

**I. Special Topics course**

A special topics number is used for new courses in the early stages of development and intended eventually for permanent adoption as a departmental offering. To offer a section of a special topics number, complete the “Offer a Special Topics course” form.

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx85’ or ‘xx95’):

3. Course Title: Special Topics

Top of Form

4. Credits: \_\_\_ : Credits by arrangement

(choose one) \_\_\_ : \_\_\_ credits

\_\_\_ : From \_\_\_ to \_\_\_ credits

5. Prerequisites: \_\_\_ : By arrangement

(check all that apply) \_\_\_ : Open only with consent of instructor

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Prerequisites and recommended preparation vary

\_\_\_ : Course list:

6. Repeatability: \_\_\_ : With a change in content, may be repeated for credit.

(check all that apply) \_\_\_ : Up to a maximum of \_\_\_ credits

Bottom of Form

**II. Variable Topics course**

A variable topics number provides a stable framework for content that changes.  A variable topic course routinely treats different material in different semesters, or in different sections offered simultaneously.

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area: **COMM**

2. Course Number (must be ‘xx88’ or ‘xx98’): **3198**

3. Course Title: **Variable Topics in Professional Communication**

Top of Form

4. Credits: **3 credits**

5. Prerequisites: **COMM 2100 or Instructor Consent**   
Prerequisites and recommended preparation vary

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_X\_ : Course list: **2100**

6. Repeatability: **With a change in content, may be repeated for credit.**

**X: Up to a maximum of 9 credits**

Bottom of Form

**III. Foreign Study course**

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx83’ or ‘xx93’):

3. Course Title: Foreign Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_\_ : Up to a maximum of \_\_\_ credits

5. Prerequisites: Consent of Department Head required, normally to be

(check all that apply) granted before the student’s departure.

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: May be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

7. Major: May count toward major with consent of \_\_\_\_\_\_\_\_\_

(For 2000-level and above; choose one of: advisor,

director of undergraduate studies, department head)

Bottom of Form

**IV. Independent Study course**

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx99’):

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_\_ : Up to a maximum of \_\_\_

5. Prerequisites: Open only with consent of instructor

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: With a change in content, may be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

Bottom of Form

# Proposer Information

1. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee:

    Department Faculty: 3.11.2020

2. Name, Phone Number, and e-mail address of principal contact person:

Stephen Stifano, Stephen.stifano@uconn.edu

**2020-117 COMM 3298. Add Factotum Course: Variable Topics in Interpersonal Communication**



**Proposal to Add a Factotum Course**

Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular “Add a course” proposal form must be submitted for committee vote.

All 1000- and 2000-level courses require additional approval by Senate C&C.

**I. Special Topics course**

A special topics number is used for new courses in the early stages of development and intended eventually for permanent adoption as a departmental offering. To offer a section of a special topics number, complete the “Offer a Special Topics course” form.

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx85’ or ‘xx95’):

3. Course Title: Special Topics

Top of Form

4. Credits: \_\_\_ : Credits by arrangement

(choose one) \_\_\_ : \_\_\_ credits

\_\_\_ : From \_\_\_ to \_\_\_ credits

5. Prerequisites: \_\_\_ : By arrangement

(check all that apply) \_\_\_ : Open only with consent of instructor

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Prerequisites and recommended preparation vary

\_\_\_ : Course list:

6. Repeatability: \_\_\_ : With a change in content, may be repeated for credit.

(check all that apply) \_\_\_ : Up to a maximum of \_\_\_ credits

Bottom of Form

**II. Variable Topics course**

A variable topics number provides a stable framework for content that changes.  A variable topic course routinely treats different material in different semesters, or in different sections offered simultaneously.

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area: **COMM**

2. Course Number (must be ‘xx88’ or ‘xx98’): **3298**

3. Course Title: **Variable Topics in Interpersonal Communication**

Top of Form

4. Credits: **3 credits**

5. Prerequisites: **COMM 2200 or Instructor Consent**   
Prerequisites and recommended preparation vary

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_X\_ : Course list: **2200**

6. Repeatability: **With a change in content, may be repeated for credit.**

**X: Up to a maximum of 9 credits**

Bottom of Form

**III. Foreign Study course**

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx83’ or ‘xx93’):

3. Course Title: Foreign Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_\_ : Up to a maximum of \_\_\_ credits

5. Prerequisites: Consent of Department Head required, normally to be

(check all that apply) granted before the student’s departure.

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: May be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

7. Major: May count toward major with consent of \_\_\_\_\_\_\_\_\_

(For 2000-level and above; choose one of: advisor,

director of undergraduate studies, department head)

Bottom of Form

**IV. Independent Study course**

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx99’):

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_\_ : Up to a maximum of \_\_\_

5. Prerequisites: Open only with consent of instructor

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: With a change in content, may be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

Bottom of Form

# Proposer Information

1. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee:

    Department Faculty: 3.11.2020

2. Name, Phone Number, and e-mail address of principal contact person:

Stephen Stifano, Stephen.stifano@uconn.edu

**2020-118 COMM 3398. Add Factotum Course: Variable Topics in Media Effects**



**Proposal to Add a Factotum Course**

Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular “Add a course” proposal form must be submitted for committee vote.

All 1000- and 2000-level courses require additional approval by Senate C&C.

**I. Special Topics course**

A special topics number is used for new courses in the early stages of development and intended eventually for permanent adoption as a departmental offering. To offer a section of a special topics number, complete the “Offer a Special Topics course” form.

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx85’ or ‘xx95’):

3. Course Title: Special Topics

Top of Form

4. Credits: \_\_\_ : Credits by arrangement

(choose one) \_\_\_ : \_\_\_ credits

\_\_\_ : From \_\_\_ to \_\_\_ credits

5. Prerequisites: \_\_\_ : By arrangement

(check all that apply) \_\_\_ : Open only with consent of instructor

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Prerequisites and recommended preparation vary

\_\_\_ : Course list:

6. Repeatability: \_\_\_ : With a change in content, may be repeated for credit.

(check all that apply) \_\_\_ : Up to a maximum of \_\_\_ credits

Bottom of Form

**II. Variable Topics course**

A variable topics number provides a stable framework for content that changes.  A variable topic course routinely treats different material in different semesters, or in different sections offered simultaneously.

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area: **COMM**

2. Course Number (must be ‘xx88’ or ‘xx98’): **3398**

3. Course Title: **Variable Topics in Media Effects**

Top of Form

4. Credits: **3 credits**

5. Prerequisites: **COMM 2300 or Instructor Consent**   
Prerequisites and recommended preparation vary

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_X\_ : Course list: **2300**

6. Repeatability: **With a change in content, may be repeated for credit.**

**X: Up to a maximum of 9 credits**

Bottom of Form

**III. Foreign Study course**

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx83’ or ‘xx93’):

3. Course Title: Foreign Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_\_ : Up to a maximum of \_\_\_ credits

5. Prerequisites: Consent of Department Head required, normally to be

(check all that apply) granted before the student’s departure.

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: May be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

7. Major: May count toward major with consent of \_\_\_\_\_\_\_\_\_

(For 2000-level and above; choose one of: advisor,

director of undergraduate studies, department head)

Bottom of Form

**IV. Independent Study course**

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx99’):

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_\_ : Up to a maximum of \_\_\_

5. Prerequisites: Open only with consent of instructor

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: With a change in content, may be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

Bottom of Form

# Proposer Information

1. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee:

    Department Faculty: 3.11.2020

2. Name, Phone Number, and e-mail address of principal contact person:

Stephen Stifano, Stephen.stifano@uconn.edu

**2020-119 COMM 3498. Add Factotum Course: Variable Topics in Specialized Communication**



**Proposal to Add a Factotum Course**

Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular “Add a course” proposal form must be submitted for committee vote.

All 1000- and 2000-level courses require additional approval by Senate C&C.

**I. Special Topics course**

A special topics number is used for new courses in the early stages of development and intended eventually for permanent adoption as a departmental offering. To offer a section of a special topics number, complete the “Offer a Special Topics course” form.

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx85’ or ‘xx95’):

3. Course Title: Special Topics

Top of Form

4. Credits: \_\_\_ : Credits by arrangement

(choose one) \_\_\_ : \_\_\_ credits

\_\_\_ : From \_\_\_ to \_\_\_ credits

5. Prerequisites: \_\_\_ : By arrangement

(check all that apply) \_\_\_ : Open only with consent of instructor

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Prerequisites and recommended preparation vary

\_\_\_ : Course list:

6. Repeatability: \_\_\_ : With a change in content, may be repeated for credit.

(check all that apply) \_\_\_ : Up to a maximum of \_\_\_ credits

Bottom of Form

**II. Variable Topics course**

A variable topics number provides a stable framework for content that changes.  A variable topic course routinely treats different material in different semesters, or in different sections offered simultaneously.

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area: **COMM**

2. Course Number (must be ‘xx88’ or ‘xx98’): **3498**

3. Course Title: **Variable Topics in Specialized Communication**

Top of Form

4. Credits: **3 credits**

5. Prerequisites: **COMM 2300 or COMM 2500, or Instructor Consent**   
Prerequisites and recommended preparation vary

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_X\_ : Course list: **2300 OR 2500**

6. Repeatability: **With a change in content, may be repeated for credit.**

**X: Up to a maximum of 9 credits**

Bottom of Form

**III. Foreign Study course**

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx83’ or ‘xx93’):

3. Course Title: Foreign Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_\_ : Up to a maximum of \_\_\_ credits

5. Prerequisites: Consent of Department Head required, normally to be

(check all that apply) granted before the student’s departure.

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: May be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

7. Major: May count toward major with consent of \_\_\_\_\_\_\_\_\_

(For 2000-level and above; choose one of: advisor,

director of undergraduate studies, department head)

Bottom of Form

**IV. Independent Study course**

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx99’):

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_\_ : Up to a maximum of \_\_\_

5. Prerequisites: Open only with consent of instructor

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: With a change in content, may be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

Bottom of Form

# Proposer Information

1. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee:

    Department Faculty: 3.11.2020

2. Name, Phone Number, and e-mail address of principal contact person:

Stephen Stifano, Stephen.stifano@uconn.edu

**2020-120 COMM 3598. Add Factotum Course: Variable Topics in Persuasion and Promotion**



**Proposal to Add a Factotum Course**

Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular “Add a course” proposal form must be submitted for committee vote.

All 1000- and 2000-level courses require additional approval by Senate C&C.

**I. Special Topics course**

A special topics number is used for new courses in the early stages of development and intended eventually for permanent adoption as a departmental offering. To offer a section of a special topics number, complete the “Offer a Special Topics course” form.

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx85’ or ‘xx95’):

3. Course Title: Special Topics

Top of Form

4. Credits: \_\_\_ : Credits by arrangement

(choose one) \_\_\_ : \_\_\_ credits

\_\_\_ : From \_\_\_ to \_\_\_ credits

5. Prerequisites: \_\_\_ : By arrangement

(check all that apply) \_\_\_ : Open only with consent of instructor

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Prerequisites and recommended preparation vary

\_\_\_ : Course list:

6. Repeatability: \_\_\_ : With a change in content, may be repeated for credit.

(check all that apply) \_\_\_ : Up to a maximum of \_\_\_ credits

Bottom of Form

**II. Variable Topics course**

A variable topics number provides a stable framework for content that changes.  A variable topic course routinely treats different material in different semesters, or in different sections offered simultaneously.

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area: **COMM**

2. Course Number (must be ‘xx88’ or ‘xx98’): **3598**

3. Course Title: **Variable Topics in Persuasion and Promotion**

Top of Form

4. Credits: **3 credits**

5. Prerequisites: **COMM 2500 or COMM 2600, or Instructor Consent**   
Prerequisites and recommended preparation vary

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_X\_ : Course list: **2500 OR 2600**

6. Repeatability: **With a change in content, may be repeated for credit.**

**X: Up to a maximum of 9 credits**

Bottom of Form

**III. Foreign Study course**

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx83’ or ‘xx93’):

3. Course Title: Foreign Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_\_ : Up to a maximum of \_\_\_ credits

5. Prerequisites: Consent of Department Head required, normally to be

(check all that apply) granted before the student’s departure.

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: May be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

7. Major: May count toward major with consent of \_\_\_\_\_\_\_\_\_

(For 2000-level and above; choose one of: advisor,

director of undergraduate studies, department head)

Bottom of Form

**IV. Independent Study course**

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx99’):

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_\_ : Up to a maximum of \_\_\_

5. Prerequisites: Open only with consent of instructor

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: With a change in content, may be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

Bottom of Form

# Proposer Information

1. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee:

    Department Faculty: 3.11.2020

2. Name, Phone Number, and e-mail address of principal contact person:

Stephen Stifano, Stephen.stifano@uconn.edu

**2020-121 COMM 3698. Add Factotum Course: Variable Topics in Communication Technology**



**Proposal to Add a Factotum Course**

Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular “Add a course” proposal form must be submitted for committee vote.

All 1000- and 2000-level courses require additional approval by Senate C&C.

**I. Special Topics course**

A special topics number is used for new courses in the early stages of development and intended eventually for permanent adoption as a departmental offering. To offer a section of a special topics number, complete the “Offer a Special Topics course” form.

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx85’ or ‘xx95’):

3. Course Title: Special Topics

Top of Form

4. Credits: \_\_\_ : Credits by arrangement

(choose one) \_\_\_ : \_\_\_ credits

\_\_\_ : From \_\_\_ to \_\_\_ credits

5. Prerequisites: \_\_\_ : By arrangement

(check all that apply) \_\_\_ : Open only with consent of instructor

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Prerequisites and recommended preparation vary

\_\_\_ : Course list:

6. Repeatability: \_\_\_ : With a change in content, may be repeated for credit.

(check all that apply) \_\_\_ : Up to a maximum of \_\_\_ credits

Bottom of Form

**II. Variable Topics course**

A variable topics number provides a stable framework for content that changes.  A variable topic course routinely treats different material in different semesters, or in different sections offered simultaneously.

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area: **COMM**

2. Course Number (must be ‘xx88’ or ‘xx98’): **3698**

3. Course Title: **Variable Topics in Communication Technology**

Top of Form

4. Credits: **3 credits**

5. Prerequisites: **COMM 2600, or Instructor Consent**   
Prerequisites and recommended preparation vary

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_X\_ : Course list: **2600**

6. Repeatability: **With a change in content, may be repeated for credit.**

**X: Up to a maximum of 9 credits**

Bottom of Form

**III. Foreign Study course**

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx83’ or ‘xx93’):

3. Course Title: Foreign Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_\_ : Up to a maximum of \_\_\_ credits

5. Prerequisites: Consent of Department Head required, normally to be

(check all that apply) granted before the student’s departure.

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: May be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

7. Major: May count toward major with consent of \_\_\_\_\_\_\_\_\_

(For 2000-level and above; choose one of: advisor,

director of undergraduate studies, department head)

Bottom of Form

**IV. Independent Study course**

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx99’):

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_\_ : Up to a maximum of \_\_\_

5. Prerequisites: Open only with consent of instructor

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: With a change in content, may be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

Bottom of Form

# Proposer Information

1. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee:

    Department Faculty: 3.11.2020

2. Name, Phone Number, and e-mail address of principal contact person:

Stephen Stifano, Stephen.stifano@uconn.edu

**2020-122 COMM 3798. Add Factotum Course: Variable Topics in Multimedia Production**



**Proposal to Add a Factotum Course**

Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular “Add a course” proposal form must be submitted for committee vote.

All 1000- and 2000-level courses require additional approval by Senate C&C.

**I. Special Topics course**

A special topics number is used for new courses in the early stages of development and intended eventually for permanent adoption as a departmental offering. To offer a section of a special topics number, complete the “Offer a Special Topics course” form.

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx85’ or ‘xx95’):

3. Course Title: Special Topics

Top of Form

4. Credits: \_\_\_ : Credits by arrangement

(choose one) \_\_\_ : \_\_\_ credits

\_\_\_ : From \_\_\_ to \_\_\_ credits

5. Prerequisites: \_\_\_ : By arrangement

(check all that apply) \_\_\_ : Open only with consent of instructor

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Prerequisites and recommended preparation vary

\_\_\_ : Course list:

6. Repeatability: \_\_\_ : With a change in content, may be repeated for credit.

(check all that apply) \_\_\_ : Up to a maximum of \_\_\_ credits

Bottom of Form

**II. Variable Topics course**

A variable topics number provides a stable framework for content that changes.  A variable topic course routinely treats different material in different semesters, or in different sections offered simultaneously.

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area: **COMM**

2. Course Number (must be ‘xx88’ or ‘xx98’): **3798**

3. Course Title: **Variable Topics in Multimedia Production**

Top of Form

4. Credits: **3 credits**

5. Prerequisites: **COMM 2700, or Instructor Consent**   
Prerequisites and recommended preparation vary

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_X\_ : Course list: **2700**

6. Repeatability: **With a change in content, may be repeated for credit.**

**X: Up to a maximum of 9 credits**

Bottom of Form

**III. Foreign Study course**

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx83’ or ‘xx93’):

3. Course Title: Foreign Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_\_ : Up to a maximum of \_\_\_ credits

5. Prerequisites: Consent of Department Head required, normally to be

(check all that apply) granted before the student’s departure.

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: May be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

7. Major: May count toward major with consent of \_\_\_\_\_\_\_\_\_

(For 2000-level and above; choose one of: advisor,

director of undergraduate studies, department head)

Bottom of Form

**IV. Independent Study course**

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx99’):

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_\_ : Up to a maximum of \_\_\_

5. Prerequisites: Open only with consent of instructor

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: With a change in content, may be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

Bottom of Form

# Proposer Information

1. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee:

    Department Faculty: 3.11.2020

2. Name, Phone Number, and e-mail address of principal contact person:

Stephen Stifano, Stephen.stifano@uconn.edu

**2020-123 COMM 4799. Add Factotum Course: Independent Study in Multimedia Production**



**Proposal to Add a Factotum Course**

Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular “Add a course” proposal form must be submitted for committee vote.

All 1000- and 2000-level courses require additional approval by Senate C&C.

**I. Special Topics course**

A special topics number is used for new courses in the early stages of development and intended eventually for permanent adoption as a departmental offering. To offer a section of a special topics number, complete the “Offer a Special Topics course” form.

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx85’ or ‘xx95’):

3. Course Title: Special Topics

Top of Form

4. Credits: \_\_\_ : Credits by arrangement

(choose one) \_\_\_ : \_\_\_ credits

\_\_\_ : From \_\_\_ to \_\_\_ credits

5. Prerequisites: \_\_\_ : By arrangement

(check all that apply) \_\_\_ : Open only with consent of instructor

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Prerequisites and recommended preparation vary

\_\_\_ : Course list:

6. Repeatability: \_\_\_ : With a change in content, may be repeated for credit.

(check all that apply) \_\_\_ : Up to a maximum of \_\_\_ credits

Bottom of Form

**II. Variable Topics course**

A variable topics number provides a stable framework for content that changes.  A variable topic course routinely treats different material in different semesters, or in different sections offered simultaneously.

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx88’ or ‘xx98’):

3. Course Title:

Top of Form

4. Credits:

5. Prerequisites:   
Prerequisites and recommended preparation vary

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: With a change in content, may be repeated for credit.

Up to a maximum of

Bottom of Form

**III. Foreign Study course**

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx83’ or ‘xx93’):

3. Course Title: Foreign Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_\_ : Up to a maximum of \_\_\_ credits

5. Prerequisites: Consent of Department Head required, normally to be

(check all that apply) granted before the student’s departure.

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: May be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

7. Major: May count toward major with consent of \_\_\_\_\_\_\_\_\_

(For 2000-level and above; choose one of: advisor,

director of undergraduate studies, department head)

Bottom of Form

**IV. Independent Study course**

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area: **COMM**

2. Course Number (must be ‘xx99’): **4799**

3. Course Title: **Independent Study in Multimedia Production**

Top of Form

4. Credits: **Credits and hours by arrangement**

Up to a maximum of \_\_\_

5. Prerequisites: **Open only with consent of instructor**

(check all that apply) \_\_\_ : Open to sophomores/**juniors** or higher (choose one)

\_\_\_ : Course list:

6. Repeatability: **With a change in content, may be repeated for credit.**

\_\_\_ : Up to a maximum of \_\_\_ credits

Bottom of Form

# Proposer Information

1. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee:

    Department Faculty: 3.11.2020

2. Name, Phone Number, and e-mail address of principal contact person:

Stephen Stifano, Stephen.stifano@uconn.edu

**B. New Business**

**Please Review Carefully**

**2020-124 COMM 4979 Add Course (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15876 |
| **Request Proposer** | Stifano |
| **Course Title** | Digital Portfolio |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Digital Portfolio |
| **Course Number** | 4979 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Practicum |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 3 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** |  |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | At least 12 credits in Communication at the 2000 level or above. |
| **Corequisites** | None |
| **Recommended Preparation** | COMM 2100 and COMM 2700 (formerly 2940) |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Junior,Senior |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 3 |
| **Is it repeatable only with a change in topic?** | No |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | S/U |
| **Rationale for S/U Grading** | Work is personal to each student's personal/academic experiences and must be evaluated as to whether or not it encompasses the scope and detail agreed upon between the student and supervisor and a general threshold for quality, not considered across the range of quality possible for the student's content. |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | COMM Majors reside at these campuses, and the course is tailored to them. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | COMM 4979. Digital Portfolio 1.00 - 3.00 credits Prerequisites: At least 12 units of 2000 level or above Communication Sciences courses; open to juniors or higher. May be repeated once for credit up to a maximum of three credits. Grading Basis: Satisfactory/Unsatisfactory Students develop a digital portfolio for presenting their work to professional and graduate-level audiences. Student's portfolio will be evaluated by course supervisor. |
| **Reason for the course action** | As part of the Department of Communication's new curricular initiatives, this course will serve as one of 6 "immersion courses." Communication Majors must complete 3 credits in Immersion courses as part of their degree under the new plan, and this particular course provides an option for students more suited to working on multimedia and social influence projects to showcase their work before seeking professional employment. |
| **Specify effect on other departments and overlap with existing courses** | No effect anticipated. |
| **Please provide a brief description of course goals and learning objectives** | In this course, you will develop a digital portfolio to showcase your work in the field of Communication. The purpose of this course is to engage in practical work to improve your personal brand and self-presentation, which should lead to increased success in your chosen field after graduation. It is important to take this portfolio very seriously, as it will become a vital component of your professional profile. During this course, you will work to: • Apply what has been taught in previous coursework to your professional self-presentation. • Curate a collection of your best projects and work across your time in the Communication field. • Describe and reflect on your academic and professional experiences in ways that demonstrate your learning, training, and abilities. • Upload and store your materials in a format that’s easily shared online. |
| **Describe course assessments** | S/U evaluation of student's created portfolio. Evaluation based on whether the portfolio meets the standards agreed upon in the contract from the start of the semester, and whether the portfolio meets the minimal threshold of expectations as set forth in the course learning materials. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4979-Syllabus-Prospective.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172958&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cee941e1d66a048709c8308d7cad01ed4%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200867529337604&sdata=QdmM4Y17T9LrB4%2BE7BNePwaGJRIn8VGGTQdqvaxgcxw%3D&reserved=0) | 4979-Syllabus-Prospective.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/17/2020 - 18:46 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/17/2020 - 19:03 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

**2020-125 COMM 1300 Revise Course (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15815 |
| **Request Proposer** | Stifano |
| **Course Title** | Mass Communication Systems |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Mass Communication Systems |
| **Course Number** | 1300 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 4 |
| **Number of Students per Section** | 40/120 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | COMM 1000, which may be taken concurrently |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford,Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty availability at these campuses make the course possible at the campuses selected. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 1300. Mass Communication Systems 3.00 credits Prerequisites: None. Grading Basis: Graded The history, organizational structure, economics and functioning of technologically-based communication systems and the relationship of these factors to mass communication issues and effects. |
| **Provide proposed title and complete course catalog copy** | COMM 2600. Media in the Information Age 3.00 Credits Prerequisites: None. Recommended Preparation: COMM 1000, which may be taken concurrently. Grading Basis: Graded The history, organizational structure, economics, policy, and functioning of technologically-based communication systems and the relationship of these factors to media issues, effects, and culture. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. The change in name reflects the evolution of the subject matter of the course as presently taught. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | Students completing this course should be able to: • Explain how the field of mass communication relates to social and economic processes. • Discuss key historical events relating to mass communications and recognize the timelines of different media. • Evaluate how mass media continue to evolve and compare media trends, norms, policies, and outcomes. • Critically analyze how different types of media forms and content influence individuals and shape society. • Make more informed decisions on media consumption and behaviors. |
| **Describe course assessments** | Exams, Quizzes, Participation. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [3600 F19 syllabus Nowak.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172872&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C5b160876b3a447246d0108d7cb4e3f91%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637201409244606534&sdata=lCZnTBHYUedqsZNW%2BJ30fkjM1L49MPPClq5822IxMMU%3D&reserved=0) | 3600 F19 syllabus Nowak.pdf | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/14/2020 - 12:42 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/14/2020 - 12:55 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

**2020-126 COMM 3450/WGSS 3268 Revise Course**

**2020-127 COMM 4340 Revise Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15834 |
| **Request Proposer** | Stifano |
| **Course Title** | Visual Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Visual Communication |
| **Course Number** | 4340 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and Activities |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2500 (formerly 3100) or COMM 2700 (formerly 2940) |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty with this expertise reside at the Storrs campus |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 4340. Visual Communications 3.00 credits Prerequisites: COMM 1000; open to juniors or higher Recommended preparation: Completion of at least one Q course. Grading Basis: Graded Theory of design and creation of graphics for professional and technical purposes, to complement or supplement written and spoken communications. |
| **Provide proposed title and complete course catalog copy** | 3700. Visual Communication 3.00 credits Prerequisites: COMM 2500 (formerly 3100) or COMM 2700 (formerly 2940) Grading Basis: Graded Formerly offered as COMM 4340. Strategic use of imagery and multimedia to improve communication in professional and public contexts. Students will create media to solve communication-based problems. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. The catalog copy has also been updated to reflect contemporary content in the course. |
| **Specify effect on other departments and overlap with existing courses** | None; this course addresses media production from a communication-centered perspective. |
| **Please provide a brief description of course goals and learning objectives** | Upon completion of this course, you should be able to: • Employ visual modalities to enhance or replace traditional verbal and written communication. • Understand the principles of design and layout that inform graphic designs. • Utilize the techniques associated with successful still image composition. • Utilize cinematographic principles to successfully compose and film moving images. • Combine elements of narrative and storytelling with visuals for maximum impact on audiences. |
| **Describe course assessments** | Exams, Course Projects, Class Presentations, and Class Participation |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4340VisualComm-Syllabus-CCC.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172909&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cebaf3afe828e42fc83a508d7c90f3434%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637198939442546562&sdata=QiTA%2FAydm74ts0JY8lN8l6lVbNFwXFDT8HtUcDJuUP4%3D&reserved=0) | 4340VisualComm-Syllabus-CCC.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/15/2020 - 10:48 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/15/2020 - 11:11 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

**COMM 3700: VISUAL COMMUNICATION**

**Spring, 2020 Email: Stephen.Stifano@uconn.edu**

**Stephen C. Stifano, Ph.D. Office: Arjona 242**

**Hours: M/W 10-11am; M 1:15-2:15**

**Course Description**

This course will teach you the methods and techniques associated with creating successful still- and moving-image media. While it is increasingly easy for anyone to create content with current technologies, doing so successfully still requires skill, understanding, and a firm grasp of the communicative goals of a given project. This course will focus on designing effective messages, displaying messages effectively, and using concepts of narrative and storytelling to captivate an audience’s attention. Our projects will grow progressively in scope, leading ultimately to team productions of a narrative short film – a format that will challenge your ability to communicate effectively in a multimedia setting. Overall, this course will provide you with a foundation from which you can build your own visual works, in both your college and professional endeavors.

**Course Objectives**

Upon completion of this course, you should be able to:

* Employ visual modalities to enhance or replace traditional verbal and written communication.
* Understand the principles of design and layout that inform graphic designs.
* Utilize the techniques associated with successful still image composition.
* Utilize cinematographic principles to successfully compose and film moving images.
* Combine elements of narrative and storytelling with visuals for maximum impact on audiences.
* Work successfully with others on a production team to create an effective digital work within the technological and logistical constraints of a given situation.

**Required Textbooks -**

Williams, R. (2014). *The Non-Designers Design Book*. 4th ed. Berkeley, CA: PeachPit Press.

Amazon: <http://www.amazon.com/dp/0133966151/ref=cm_sw_r_tw_dp_T4zLwb0TFYTTQ>

**COURSE EVALUATION:**

|  |  |
| --- | --- |
| Midterm Exam | 15% |
| Final Exam (flexible format) | 10% |
| Imaging Project | 15% |
| Media Redesign Project | 10% |
| Multimedia Challenges | 40% |
| Class Participation | 10% |

**COURSEWORK**

**Exams (25%)**: This course will have a midterm exam intended to reflect the theoretical content of the course and ensure that you are up to speed with the course material. The final exam will later fuse our conceptual work with the practical skills you have developed throughout the semester.

**Imaging Project (15%)**: We’ll begin our production work with a project where you will create, edit, and display still images. This project will help to teach the fundamentals of lighting and composition that will inform your later work with moving images; you will also gain some experience in layout for print or digital formats. We’ll use this project to discuss the ways in which images can evoke certain narratives and emotions.

**Media Redesign Project (10%):** This project will test your knowledge of image design and layout. We will select existing design projects that are lacking in some significant way, you will critique them based on our course material, and then you will replace them with more effective versions, explaining why your version is superior. This project will help you to fuse the concepts of imagery with proper design fundamentals.

**Multimedia Challenges (40%):** A sizable portion of this course will involve your exposure to unique problems that institutions and professionals face, and responding by creating visuals and multimedia to solve those problems. These challenges will vary in nature and hone your skills as a content producer and communication expert.

**Class Participation (10%):** Given the ample discussions and active ongoing work in the class, participation in this course is **essential**. A significant percentage of your course grade stems from your contributions to in-class discussions and participation in our class activities. Please keep in mind that you cannot score participation points if you are not in attendance. Furthermore, attendance does not suffice the requirements for participation. As a member of this class, you are expected to attend regularly, be well prepared, and actively contribute to our work. Students who best fit the prior description will earn the majority of these participation points. Make a point of staying involved. Participation is worth 10% of your grade: You should consider it as high a priority as any exam or course project. Do not expect a high participation grade for a bare-minimum or substandard effort.

**COURSE POLICIES**

**Civility:** This course will be conducted as an adult seminar, and as such all obvious considerations regarding civility, lateness, and use of cell phones and internet devices should be observed. Having said that, I will not make an active effort to enforce or ‘police’ such policies during our course meetings – those uncivil and discourteous to our course environment will see reductions in their participation grades.

**Exams**: All exams must be taken at their designated date and time. Any student missing an exam without a prior, pre-approved excuse will not be allowed to make up the exam and will be given a grade of zero. Students who foresee potential scheduling/personal/medical problems that would prevent them from taking the exam on time should notify me *in advance*. When in doubt, consult me first.

**Work:** All work is to be completed and submitted on time at the specified due date. ***No late work will be accepted*** for the course without prior notification and approval. Exceptional circumstances will be handled on a case-by-case basis, and students in these circumstances must notify me *as soon as possible*. In short: submit your work on time, or you will most likely score 0% on the assignment. Remember, failing to complete work by the deadline in a production environment is often grounds for losing one’s job. Additionally, I reserve the right to alter or replace any of the assignments in the syllabus at a later time if deemed in the best interest of the course.

**Academic Honesty:** Cheating and plagiarism will not be tolerated in ANY capacity in this course. Please be aware that these offenses are serious and can result in long-term academic consequences even beyond the failure of this course. Any student who knowingly assists or enables another student in an act of cheating or plagiarism is equally culpable for the penalties associated with academic dishonesty. All cases of cheating and plagiarism are subject to the rules stated in the UCONN Student Code of Conduct.

**Students with Disabilities:** Any student with a documented disability should contact me as early in the semester as possible to arrange accommodations. Students with disabilities should be in touch with the Disability Services for Students office (874-2098) as a part of this process.

**2020-128 COMM 4410W Revise Course (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15856 |
| **Request Proposer** | Stifano |
| **Course Title** | Political Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Political Communication |
| **Course Number** | 4410 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2300 (formerly 3300) or 2500 (formerly 3100); ENGL 1007 or 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty with this expertise reside at the listed campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 4410W. Government Communication 3.00 credits Prerequisites: COMM 1000; ENGL 1010 or 1011 or 2011; open to juniors or higher. Grading Basis: Graded Communication in government processes. Communication theory and practical applications. Issue management, lobbying, interest-group strategies, government relations, grassroots action, and coalition building. Students may not pass this course without passing the written work. |
| **Provide proposed title and complete course catalog copy** | COMM 3410. Political Communication 3.00 credits Prerequisites: COMM 2300 (formerly 3300) or 2500 (formerly 3100) Grading Basis: Graded Formerly offered as COMM 4410. Communication in political processes and the role of mass media in American politics. Topics may include campaigning, issue management, lobbying, interest-group strategies, government relations, grassroots action, and coalition building. COMM 3410W. Political Communication 3.00 credits Prerequisites: COMM 2300 (formerly 3300) or 2500 (formerly 3100); ENGL 1007 or 1010 or 1011 or 2011. Grading Basis: Graded |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. The addition of a non-W option for the course also increases instructional flexibility in this important area of the discipline. It should be noted that two related courses, "Media, State, and Society" and "Mass Media and Political Process" were both dropped to create parsimony and capture this topic area in a single course. |
| **Specify effect on other departments and overlap with existing courses** | None; Political Communication is a distinct area of the field of Communication and independent from the body of work encompassed by Political Science. |
| **Please provide a brief description of course goals and learning objectives** | COMM 3410 provides an introduction to the role of the communication in the American political process. Topics include the relationships among the media, major political institutions, and citizenry; the interplay of the media, interest groups, and policymaking process; campaigning, issue lobbying, and the role of the media in elections and international crises. More broadly, this course is designed to introduce you to the whirlwind, sometimes‐ zany, uniquely American, and important arena of political communication. The course examines the practice of politics in a media‐saturated democracy. Focusing on citizens, media, and the political system, the class introduces students to different ways of thinking about politics, and ways to intellectually explore contemporary political communication. The course intends to enhance your understanding of several issues, including: (1) how politics is communicated in contemporary American society; (2) the shortcomings and strengths of political media; (3) the way political communication has changed, is changing, and has remained the same; (4) theory and research on politics, press, and public in contemporary elections; and (5) how to critically appreciate contemporary political media. |
| **Describe course assessments** | Non-W: Exams, Assignments, Presentation, Participation W: Exams, Writing Assignments, Presentation, Participation |
| **General Education Goals** | Consistent with W courses in the Department of Communication, this course connects its primary subject matter intimately to writing by allowing students to investigate extant literature in this area of the discipline, synthesize the literature through the development of a paper, and participate in the review and revision process to refine their ideas. Students completing the W version of this course will better be able to articulate knowledge of this particular subject matter through their writing, which can also serve as strong preparation for graduate work in the discipline. |
| **Writing Competency** | This course provides two course papers as assignments requiring students to review the literature on Political Communication and provide multiple references, cited in proper APA format. Students work to complete two papers in detail, and in-class time will be set aside to work on papers and assist peers with their papers. Extensive guidelines are provided at the back of the syllabus for these writing assignments, and the syllabus includes clear language that failure of the writing components of the course would constitute failure of the class. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4410W S19 Syllabus Atkin.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172948&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cccde764bf76a4549bdab08d7ca0566d5%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637199996867670038&sdata=%2BO6McIvJlADwcz%2F96WMIADXYv537LwcV7BPLkU1wLmY%3D&reserved=0) | 4410W Syllabus.docx | Syllabus | | [3410 Prospective Syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172949&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cccde764bf76a4549bdab08d7ca0566d5%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637199996867670038&sdata=Dg2ee1FE5zRJtOW84Q8aJrqfzO20HkAT3%2BrDjgD1D54%3D&reserved=0) | 3410 Prospective Syllabus.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/16/2020 - 17:42 | Submit |  | Submitted to revise existing course number/pre-reqs and add a new non-W version of the course. Syllabus for prospective non-W version included along with syllabus for existing W version. | | Communication | Stephen C Stifano | 03/16/2020 - 18:02 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20. | |

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COMM 3410 – Political Communication

Prospective Syllabus

**COURSE DESCRIPTION AND OBJECTIVES**:

COMM 3410 provides an introduction to the role of the communication in the American political process. Topics include the relationships among the media, major political institutions, and citizenry; the interplay of the media, interest groups, and policymaking process; campaigning, issue lobbying, and the role of the media in elections and international crises.

More broadly, this course is designed to introduce you to the whirlwind, sometimes‐ zany, uniquely American, and important arena of political communication. The course examines the practice of politics in a media‐saturated democracy. Focusing on citizens, media, and the political system, the class introduces students to different ways of thinking about politics, and ways to intellectually explore contemporary political communication. The course intends to enhance your understanding of several issues, including: (1) how politics is communicated in contemporary American society; (2) the shortcomings and strengths of political media; (3) the way political communication has changed, is changing, and has remained the same; (4) theory and research on politics, press, and public in contemporary elections; and (5) how to critically appreciate contemporary political media.

The course material will be presented by lecture, discussion and readings. Each student is expected to fully discuss any area assigned in readings. Students should anticipate the required reading each week and additional materials mentioned during class periods as well as recommended readings.

The instructor will grade and evaluate the quality of information the student brings to class. This evaluation will be based on responses to questions and on comments offered in discussion and dialogue. Naturally, the relevancy of all information offered in the class will be considered. There will be two examinations during the term, the first at the mid‐term and the last is scheduled for the final day of class.

Students are expected to participate in a class presentation addressing some aspect of political communication. Full detail on this requirement will be presented in class.

You must also have access to email and HuskyCT –On HuskyCT you’ll find the syllabus, articles and links to suggested articles and websites of interest.

**REQUIRED TEXT:**

Perloff, R. (2018). *The dynamics of political communication*. New York: Routledge.

**RECOMMENDED TEXT:**

Abelman, R. & Atkin, D. (2011). *The televiewing audience: The art and science of watching TV* (2nd edition) (New York: Peter Lang).

Additional articles or links, some from recommended tests, may be posted to HuskyCT or distributed in class as required and/or suggested reading.

**GRADING:**

*POINT BREAKDOWN:*

Evaluation

Grading will be based on the following components.

|  |  |  |
| --- | --- | --- |
| Item | Points | % of grade |
| Exam 1 | 100 | 25% |
| Exam 2 | 100 | 25% |
| Assignments | 120 | 30% |
| Presentation | 40 | 10% |

Participation 40 10%

Total 400 100

OUTCOMES ASSESSMENT:

Your comprehension of course material will be evaluated through class participation, course assignments, a presentation, and two exams.

*DEADLINES/TURNING IN ASSIGNMENTS:*

Assignments are to be turned in electronically via email and hard‐copy. In order to not be considered late, it must be received in my inbox by the specified time (usually due during class, in hard copy) on the specified due date. Late work will receive a 10% deduction for each *calendar* day past the deadline.

If you feel as though you are having difficulty in the class or have a concern about the class, please let me know *as soon as possible;* ***do not wait*** until the end of the semester.

**COURSE POLICIES:**

*OFFICE HOURS:*

* Please email me to schedule an appointment with me. I am more than happy to meet with you outside of class to discuss your presentation topics or clarify a point in the readings.

*ATTENDANCE:*

* Students are expected to arrive on time for scheduled class sessions.
* Announcements are made at the beginning of class regarding schedule changes, exams and assignments. If you are late, ***do not*** ask me at the end of the class to repeat the announcements. It is your responsibility to be in class on time.
* Any missed work should be obtained from a classmate. I will not be available before or after class to re‐teach lectures.
* There are no make‐ups for any of the exams or papers. If an extreme circumstance arises, please contact me as soon as possible.

o *Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule and over‐sleeping are not viable reasons for rescheduling a an exam*.

*PARTICIPATION:*

* Importantly, discussion is a helpful part of the class. It is what makes an in‐ person class different from an online course, and exposes you to interesting perspectives from fellow students that can enrich your thinking. While there may be times when someone’s comment stretches beyond the class or doesn’t seem to bear on the exam, we need to remember that general discussion enlivens and enhances our class.
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* I give two exams to provide everyone with as many opportunities as possible to master the material. Tests are not cumulative, but build on one another. The format of the class is lecture‐discussion. Discussion plays a prominent part in the class, with students *expected* to offer their views of political communication and knowledge gleaned from the readings. We may role‐play or engage in some intellectual exercises to bring home a point. Coming to class and partaking in discussions are important because they allow students to gain from the interpersonal experience of learning from other students, absorbing the instructor’s ideas, and taking in the give‐and‐take of face‐to‐ face education. In addition, keep in mind that the schedule of topics we will

discuss can fluctuate, depending on how discussion and lecture goes. Each class has its own dynamic. I don’t want to be overly‐rigid.

* As the philosopher Pascal said, we don’t show our strengths by being at one extreme viewpoint, “but rather by touching both (or many) at once.”
* Participation counts in the final grade. You need to attend and participate to get the full consideration. If you don’t show up, except for several classes here and there, the reviews sessions, and the tests, you will get few (if any) of the points. If you don’t come often and are on the borderline for the final grade, you will get the lower of the two grades. Attending class is part of college. I regard it as an indispensable part of the course, and those who are always or almost always in class, and participate, will do well in this category.
* Read the assigned chapters for class. Without being prepared, discussion will not be of any help to you. Failure to do the assigned reading will affect your written assignments and exam scores because information will be either missed or misunderstood.
* Your participation grade is based on your activity in class, *not* attendance. Simply “just showing up” is not fully participating.

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the maintenance of a social environment in which people are free to work and learn without fear of discrimination and abuse.

* Silence all electronic equipment. **Active participation** means everyone should be prepared to join in the conversation each and every class. Active participation also means **actively following the conversation** – and you cannot do this if you are also trying to check Facebook/Twitter/text/Gchat.
* Documentaries and appropriate campaign clips will be shown in class to enhance the readings. You are expected to pay attention to these, and not use them as an excuse to surf the web for the class period. Programs shown in class will be referred to on the exams, so it is in your best interest to watch.

*Class Presentation*

* Students will be asked to produce a group project focused on a political communication topic and lead a discussion about it (i.e., campaign, candidate, issue, or policy). The presentation should include an artifact (clip) that can be shown in class (main presentation should be under 10‐12 minutes total), then the presenters will provide an overview and argument for 2‐3 minutes and lead a discussion (not including the clip). The full presentation should take no more than 25 minutes. This is not a formal discussion at all. Come prepared with a short presentation on the topic discussed that day and numerous questions. Be sure to submit your political artifact and questions to me by 11:59pm the night before you present, as this will count for a part of your grade. This also will allow me to have the artifact loaded before class and for us to have a conversation about possible issues that may arise. A powerpoint example of an artifact presentation will be posted online.
* Note: Each group will present on different topics, according to that day’s materials. If you anticipate missing for any reason, please contact me ASAP. I will need documentation to allow for a makeup, so be proactive in procuring this for me to make the process easier.

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For more information, please go to [http://www.csd.uconn.edu/.](http://www.csd.uconn.edu/)

**Tentative Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Week of**  **Tuesday** | **Reading** | **Topic** | **Assignment Due** |
| 1 | 1/22 | Perloff, Chap 1 | Introduction; What is political communication? |  |
| 2 | 1/29 | Perloff, Chap 2 | Philosophy, democracy, and political com; legacy media |  |
| 3 | 2/5 | Perloff, Chap 3 | The study of political com;  digital alternatives |  |
| 4 | 2/12 | Perloff, Chap 4 | Media effects on political knowledge, etc. | Course Assignment #1 |
| 5 | 2/19 | Perloff, Chap 5 | Contemporary political  socialization; emerging media |  |
| 6 | 2/26 | Perloff, Chap 6 | Setting and building the agenda; The role of news | Presentations possible (through Week 15) |
| 7 | 3/5 | Perloff, Chap 7 | Framing, news and review | Course Assignment #2 |
| 8 | 3/12 | Perloff, Chap 8  (for Exam 2) | Exam 1  Pres. election campaigns | **Exam 1** (for Wks 1‐7) **Tu** |
| 9 | 3/17‐23 |  | SPRING BREAK!!! |  |
| 10 | 3/26 | Perloff, Chap 9 | News bias |  |
| 11 | 4/2 | Perloff, Chap 10 | Political news, polls and the presidential campaign |  |
| 12 | 4/9 | Perloff, Chap 11 | Presidential nominations in the media age | Course Assignment #3 |
| 13 | 4/16 | Perloff, Chap 12 | Persuasion in the pres campaign and the White House |  |
| 14 | 4/23 | Perloff, Chap 13 | Political advertising in presidential campaigns |  |
| 15 | 4/30 | Perloff, Chap14 | Presidential debates and postscript ; Review | **Exam 2 (Thursday)** |
| 16 | 5/6 | Finals Week | n/a | Course Assignment #4 |

**NOTE: COURSE MATERIALS ARE COPYRIGHTED AND MAY NOT BE REPRODUCED.**

**Some Questions to Guide Discussion during the First Days**

1. What are the aspects of social media that advance politics and democracy, and which parts have hindered the campaign and democracy?
2. What is a liberal? A conservative? Try to define these terms specifically.
3. What are the strengths of our political system – media, political advertising, and social media – and the shortcomings?
4. What bugs you most about politics? Which political figures or features of politics do you most like? How can we change our politics to make it more democratic or more responsive to citizens’ needs?

1

COM 4410W – GOVERNMENT COMMUNICATION

**COURSE DESCRIPTION AND OBJECTIVES**:

COMM 4410W provides an introduction to the role of the mass media in the American political process. Topics include the relationships among the media, major political institutions, and citizenry; the interplay of the media, interest groups, and policymaking process; and the role of the media in elections and international crises.

More broadly, this course is designed to introduce you to the whirlwind, sometimes‐ zany, uniquely American, and important arena of political communication. The course examines the practice of politics in a media‐saturated democracy. Focusing on citizens, media, and the political system, the class introduces students to different ways of thinking about politics, and ways to intellectually explore contemporary political communication. The course intends to enhance your understanding of several issues, including: (1) how politics is communicated in contemporary American society; (2) the shortcomings and strengths of political media; (3) the way political communication has changed, is changing, and has remained the same; (4) theory and research on politics, press, and public in contemporary elections; and (5) how to critically appreciate contemporary political media.

The course material will be presented by lecture, discussion and readings. Each student is expected to fully discuss any area assigned in readings. Students should anticipate the required reading each week and additional materials mentioned during class periods as well as recommended readings.

The instructor will grade and evaluate the quality of information the student brings to class. This evaluation will be based on responses to questions and on comments offered in discussion and dialogue. Naturally, the relevancy of all information offered in the class will be considered. There will be two examinations during the term, the first at the mid‐term and the last is scheduled for the final day of class.

Students are expected to participate in a class presentation addressing some aspect of political communication. Full detail on this requirement will be presented in class.

You must also have access to email and HuskyCT –On HuskyCT you’ll find the syllabus, articles and links to suggested articles and websites of interest.

**REQUIRED TEXT:**

Perloff, R. (2018). *The dynamics of political communication*. New York: Routledge.

**RECOMMENDED TEXT:**

Abelman, R. & Atkin, D. (2011). *The televiewing audience: The art and science of watching TV* (2nd edition) (New York: Peter Lang).

Additional articles or links, some from recommended tests, may be posted to HuskyCT or distributed in class as required and/or suggested reading.

**GRADING:**

*POINT BREAKDOWN:*

Evaluation

Grading will be based on the following components.

|  |  |  |
| --- | --- | --- |
| Item | Points | % of grade |
| Exam 1 | 100 | 25% |
| Exam 2 | 100 | 25% |
| Papers | 120 | 30% |
| Presentation | 40 | 10% |

Participation 40 10%

Total 400 100

OUTCOMES ASSESSMENT:

Your comprehension of course material will be evaluated through class participation, written work, a presentation, and two exams.

*Consistent with Writing Across the Curriculum guidelines, students may revise each of the assignments, which must collectively comprise at least 15 pages of writing. In order to receive a C in the course, students must write at a satisfactory level.*

*As per University Guidelines for W Courses: “a student cannot pass a W course without earning a passing grade on its writing components.”*

*DEADLINES/TURNING IN ASSIGNMENTS:*

Writing assignments are to be turned in electronically via email and hard‐copy. In order to not be considered late, it must be received in my inbox by the specified time (usually due during class, in hard copy) on the specified due date. Late work will receive a 10% deduction for each *calendar* day past the deadline. In order to pass a “W” course students **must** submit a series of drafts.

If you feel as though you are having difficulty in the class or have a concern about the class, please let me know *as soon as possible;* ***do not wait*** until the end of the semester.

**COURSE POLICIES:**

*OFFICE HOURS:*

* Please email me to schedule an appointment with me. I am more than happy to meet with you outside of class to discuss your presentation topics or clarify a point in the readings.

*ATTENDANCE:*

* Students are expected to arrive on time for scheduled class sessions.
* Announcements are made at the beginning of class regarding schedule changes, exams and assignments. If you are late, ***do not*** ask me at the end of the class to repeat the announcements. It is your responsibility to be in class on time.
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*PARTICIPATION:*

* Importantly, discussion is a helpful part of the class. It is what makes an in‐ person class different from an online course, and exposes you to interesting perspectives from fellow students that can enrich your thinking. While there may be times when someone’s comment stretches beyond the class or doesn’t seem to bear on the exam, we need to remember that general discussion enlivens and enhances our class.
* As students in a political communication class, you are expected to follow the news, reading or viewing it, and keeping up with events in the volatile, turbulent, sometimes CRAZY national political world. This is standard in political communication classes. There is no assignment to turn in to check on your following of contemporary political news, but you will find it much easier to grapple with issues that inevitably come up by keeping in touch with developments in the news and political world.
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discuss can fluctuate, depending on how discussion and lecture goes. Each class has its own dynamic. I don’t want to be overly‐rigid.

* I love the material and sometimes get a little exuberant. I am centered on the class and my students as I talk, but I get enthusiastic and pleasantly animated sometimes. I do not have strong biases or beliefs when it comes to political communication. Of course, I have my views, but, as the book notes, there are many perspectives on politics – positive, negative; conservative, liberal; scientific, aesthetic. We may have class debates or discussions of certain issues from time to time, because you can’t appreciate something like political communication without wrestling with different viewpoints. It’s not all facts and dry numerical findings. I may defend one view, but you will see that at other times I will defend or mention the opposing perspective. On occasion, I may strive to ask individuals to give a point of view, but my interest is **never** to put a student on the spot or make him or her feel like I don’t agree with them or they have to say a certain thing. I try to play devil’s advocate or gently nudge or get you to think to help you develop your thoughts as a student and a citizen. If I try to nudge you to look at something differently, I may be a little energetic, but I don’t want or intend to make anyone feel uncomfortable. I just want students to look at issues through different intellectual lenses from time to time.
* As the philosopher Pascal said, we don’t show our strengths by being at one extreme viewpoint, “but rather by touching both (or many) at once.”
* Participation counts in the final grade. You need to attend and participate to get the full consideration. If you don’t show up, except for several classes here and there, the reviews sessions, and the tests, you will get few (if any) of the points. If you don’t come often and are on the borderline for the final grade, you will get the lower of the two grades. Attending class is part of college. I regard it as an indispensable part of the course, and those who are always or almost always in class, and participate, will do well in this category.
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| 3 | 2/5 | Perloff, Chap 3 | The study of political com;  digital alternatives |  |
| 4 | 2/12 | Perloff, Chap 4 | Media effects on political knowledge, etc. | Draft 1 of Abstracts (Ass.  1) due Tu, 2/14 (topic statement & references) |
| 5 | 2/19 | Perloff, Chap 5 | Contemporary political  socialization; emerging media |  |
| 6 | 2/26 | Perloff, Chap 6 | Setting and building the agenda; The role of news | Presentations possible (through Week 15) |
| 7 | 3/5 | Perloff, Chap 7 | Framing, news and review | Draft 1 of Ass. #2 due Tues (at least intro thesis  statement & reference) |
| 8 | 3/12 | Perloff, Chap 8  (for Exam 2) | Exam 1  Pres. election campaigns | **Exam 1** (for Wks 1‐7) **Tu**  Ass. 1, Draft 2, due **Th** |
| 9 | 3/17‐23 |  | SPRING BREAK!!! |  |
| 10 | 3/26 | Perloff, Chap 9 | News bias |  |
| 11 | 4/2 | Perloff, Chap 10 | Political news, polls and the presidential campaign |  |
| 12 | 4/9 | Perloff, Chap 11 | Presidential nominations in the media age | Draft 2 of Ass #2 due Thurs |
| 13 | 4/16 | Perloff, Chap 12 | Persuasion in the pres campaign and the White House |  |
| 14 | 4/23 | Perloff, Chap 13 | Political advertising in presidential campaigns | Draft 3, Ass. 1 (Abstracts) Due **Tu** |
| 15 | 4/30 | Perloff, Chap14 | Presidential debates and postscript ; Review | **Exam 2 (Thursday)** |
| 16 | 5/6 | Finals Week | n/a | Draft 3, Ass. 2 Due 5/7 |

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**Some Questions to Guide Discussion during the First Days**

1. Contrary to most of the polls, Donald Trump won the 2016 election. Why do you think he won? Think broadly and try to be fair to those who supported and opposed Trump
2. Do Trump’s tweets serve democracy? As a regularly‐tweeting commander in chief, he is in touch with his base and those on Twitter, like a modern leader should be. Many say his tweets are unbecoming of a president. Discuss both sides of this issue.
3. From what you know about the developing Russia scandal, do you think Trump’s opponents have a point? Or not? Give both views.
4. Has there been too much news coverage of Trump’s scandals, or has the news offered a reasonable way to cover what some see as a serious threat to democracy? Defend both these positions.
5. What are the aspects of social media that advance politics and democracy, and which parts have hindered the campaign and democracy?
6. What is a liberal? A conservative? Try to define these terms specifically.
7. What are the strengths of our political system – media, political advertising, and social media – and the shortcomings?
8. What bugs you most about politics? Which political figures or features of politics do you most like? How can we change our politics to make it more democratic or more responsive to citizens’ needs?

**Paper 1:** The **10 to 12** page typed term paper will be based upon a topic from one of the three perspectives discussed throughout the course (rhetoric, political science or mass media), utilizing current research drawn from both academic journals and popular periodicals. This paper will be based upon (1) your description of this topic's current research in contemporaneous popular publications (e.g., news weeklies, newspaper articles) as well as scholarly literature (e.g., books, journal articles, and (2) your critical examination of this evidence. The paper must rely on available literature, not one's own, personal opinion.

Below is a brief outline of some of the components your paper should include; this list is not comprehensive, but should serve as a useful starting point for your outline. The paper may include the following, but it is strongly encouraged to go beyond the detailed outline:

## Intro:

### Overview of paper

### Describe the concept you are studying

## Recent scholarly evidence (with citations to each point):

### What does academic research say about your topic?

### Is there empirical and quantitative evidence examining the topic?

### What do the researchers conclude? Is there general agreement, or divergence in research findings?

## Recent examples (with citations to each point):

### Provide examples to support or undermine the academic work from recent newsmagazines or newspapers

### Describe each example and relate it to the theoretical approaches used in the scholarly research.

## Analysis and Conclusions:

### Summarize findings

### Critically evaluate the current state of the research and any continuities or discontinuities between the popular and the academic literature.

🡪 This list is not exhaustive; these are some initial questions to get you started.

🡪 Additionally, a list of references is required.

## References:

### You need to cite at least 10 references – at least four from (peer-reviewed) scholarly, academic journals, with the rest coming from recent newsmagazines or newspapers

### The references from newsmagazines or newspapers must have been published in 2008-2010. Not in all cases, see me for exceptions.

### You may not use any of your course texts as references, although you certainly may read and use primary sources cited in your course texts.

The **working draft** for your paper is just that. In many cases this may be a 2-3 page long outline of the points you plan to make in the paper. The working draft need not be written in complete sentences, but must include (1) which topic you will be studying, (2) the academic and popular evidence you have located to support or reject this theory, and (3) at least 10 references. Each point or contention offered in the working draft must be cited to a specific source in the reference list. The quality of the working draft often determines the quality of the final paper, so considerable thought and effort should be expended on it.

On your *working draft*, it is not essential that you employ proper grammar or complete sentences; it is a working document. Of course, proper use of English does facilitate the reader’s understanding (i.e., if your professor can not understand your draft, then he can not give you full and effective feedback).

The **final paper** will, over the course of ten to twelve double-spaced pages, elaborate each of your draft’s headings and provide considerably more detail supporting your analysis of the research on your topic. The final paper must, of course, have correct spelling, proper grammar, and other necessities of writing. The final paper must have page numbers.

Additionally, you must utilize proper citation format. This course’s Syllabus offers examples of proper citation format (per *APA*) for books; other examples (e.g., edited books, journal articles, and newspaper articles) may be found in the *Publication manual of the American Psychological Association* (5th ed.). (2001). Washington, DC; American Psychological Association.

The original, working draft must accompany your final paper along with a cover letter exploring the revisions for enhancement you made after the outline and peer review sessions. You may also turn-in a revised outline to better reflect the revisions you have made in writing your final paper. Put in the necessary time and planning and take your outline and paper writing seriously.

**Paper 2:** In this assignment, you and a partner will pick a policy or operational problem facing a state or local government agency, carryout the needed research to examine it, and make specific recommendations for a policy or operational decision. You need to identify all of the actors involved in the process and think about their political interests and positioning of the issue. You will need to conduct interviews with targeted actors to fully understand the scope of the problem and possible solutions. You will then provide a policy strategy plan based on your analysis to utilize appropriate research methodology and incorporate theoretical understanding of the relevant materials covered in the course so that the recommendations are well informed and valid.

Your task is to complete the following and submit a written paper with a minimum of 12 pages.You will be presenting the problem and outline of your strategy to the class. A rough draft is due in class, bring three copies. You are to format the paper in APA format focusing on the following areas:

1) **Problem**: You need to identify a financial policy, operational problem, or law in a way that keeps you motivated to complete the research. The problem can be from your own workplace or from any other organization with which you are familiar. You can also pick a policy problem being contemplated at the state legislature or some other local governments. You will, however, need to describe the problem, explain why it is appropriate for your research, what is its organizational or policy context, and who will benefit from this research. (Contact me before pursuing any further if you are unsure about the appropriateness of the problem you are selecting.) You need to identify all of the actors involved in the process and discuss their unique role.

2) **Literature Survey**: Find appropriate literature from both the readings and outside to more fully understand the problem as it applies not only on its organizational or policy setting but more broadly. Review your literature and discuss the main issues/concepts involved and how they help examine the problem further. Be specific on what substantive concepts or theories you have borrowed from the readings. Use appropriate citations to make it more professional and scientific.

3) **Recommendations**: Your understanding of the situation should lead to specific recommendations for those identified in #1 above. Provide recommendations that are realistic given the policy or operational context of the problem. Provide a policy strategy plan with sensitivity to all of the concerned actors. Discuss any reservations you may have.

4) **Executive Summary**: Provide an executive summary in the beginning of the paper informing the reader of the problem being examined and the conclusions being reached.

5) **References**: Create a list of references that you have cited in the text and appropriately format them.

6) **Other Relevant Materials**: Provide other relevant materials as appropriate. These may include figures, charts, graphs, and other attachments

**2020-129 COMM 4422 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15829 |
| **Request Proposer** | Stifano |
| **Course Title** | Protest and Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Protest and Communication |
| **Course Number** | 4422 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2300 (formerly 3300) or COMM 2500 (formerly 3100) |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty who teach this course are located at the Storrs Campus. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 4422. Protest and Communication 3.00 credits | May be repeated for credit. Prerequisites: COMM 3300, which may be taken concurrently; open to juniors or higher. May be repeated to a maximum of 6 credits. Grading Basis: Graded Protest movement - past and current - in light of principles, models, and theories of communication. With a change in content, this course may be repeated once for credit. |
| **Provide proposed title and complete course catalog copy** | 3415. Protest and Communication 3.00 credits Prerequisites: COMM 2300 (formerly 3300) or 2500 (formerly 3100) Grading Basis: Graded Formerly offered as COMM 4422. Protest movement - past and current - in light of principles, models, and theories of communication. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Dissent is a fundamental right (some would say a duty) of a responsible citizen within any democracy. Protest/dissent is clearly a communication process. This course is designed to familiarize you with the principles of nonviolent protest and dissent. These include but are not limited to: 1st amendment protections for protest and dissent; persuasion and protest; stages of protest; mobilization of a social movement; media management; nonviolent civil disobedience; control tactics of the establishment; establishment response as conflict management. In addition to the general principles of Protest/dissent, we will review a number of case studies of protest movements. |
| **Describe course assessments** | Exams, Quizzes, Case Study |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4422 F19 syllabus VanLear.doc](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172881&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2bd5cc160f9243d2714708d7c9124f4d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637198952789489290&sdata=8a%2FtJYd5YEVLaSJ7k0%2FB93ai7g6CkuZd4kgsbO2SioY%3D&reserved=0) | 4422 F19 syllabus VanLear.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/14/2020 - 19:13 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/14/2020 - 19:18 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

**Syllabus Comm 4422: Protest and Communication; C. Arthur VanLear, Ph.D.**

**Office: Arjona 204; email** [**art.vanlear@uconn.edu**](mailto:art.vanlear@uconn.edu)**; (860) 428-2932; Office hrs: TuWTh 11:00-12:00; email is preferred method of communication.**

**Course Overview:** Dissent is a fundamental right (some would say a duty) of a responsible citizen within any democracy. Protest/dissent is clearly a communication process. This course is designed to familiarize you with the principles of nonviolent protest and dissent. These include but are not limited to: 1st amendment protections for protest and dissent; persuasion and protest; stages of protest; mobilization of a social movement; media management; nonviolent civil disobedience; control tactics of the establishment; establishment response as conflict management. In addition to the general principles of Protest/dissent, we will review a number of case studies of protest movements.

**Texts:** There is one required texts.

Meyer, David (2015). *The politics of protests* (2nd ed.) Oxford: Oxford University Press.

***Suggested texts:***

Edwards, G. (2014). *Social movements and protest.* Cambridge UK: Cambridge University Press.

Bowers, J. W., Ochs, D. J., & Jensen, R. J. (1993). *The rhetoric of agitation and control (2nd ed.).* Long Grove Il.: Waveland. [*RAC*]

Stweart, C. J., Smith, C. A., & Denton, R. E. (2007). *Persuasion and social movements (5th ed.).* Long Grove Il.: Waveland. [*PSM*]

Herbst, S. (1994). *Politics at the margin: Historical studies of public expression outside the mainstream.* New York: Cambridge University Press. [PAM]

There may be other assigned readings and a number of recommended readings. There may also be several assigned or recomended videos.

**Assignments:**

1. Case study of a Protest Movement (Group Project) 100pts

(group 80; individual 20)

2. Midterm exam 100pts

3. Quizzes 20pts

3. Final exam 100pts

Total 320pts

+ Extra credit (Observation/report of Protest action) 5pts

**GRADING SCALE: Percent of total points**

A 100-93%; C 76-73%

A- 92-90%; C- 72-70%

B+ 89-87%; D+ 69-67%

B 86-83%; D 66-63%

B- 82-80%; D- 62-60%

C+ 79-77%; F 59-00%

|  |  |
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| A | Outstanding work that is superior and demonstrates an in-depth understanding of the skills and material that far surpasses the minimum expectations of a student in the class. |
| B | Above average work that demonstrates an understanding of the skills and material that exceeds the minimum requirements. |
| C | Average work, which illustrates that the student has met the minimum requirements and expectations for a particular assignment. |
| D | Below average work in which the student does not meet the minimum expectations for a given assignment. |
| F | Below average work in which little or no effort seems to have been expended by the student or the product does not justify any credit for the assignment. |

**Policy and other considerations**

1. All exams must be taken on the designated day and reports must be presented on time--no make-ups.

2. Written assignments will be accepted in class on the designated day only. I will take off points for late papers (5% for every day late).

3. This is a communication class; therefore, I expect high quality participation. This includes criticisms of theories and debate with the professor. I am not an oracle. However, it is generally your responsibility to initiate such participation, though I may ask questions.

4. No texting, facebook, or checking email during class! Put away cell phones. Laptops in class are for taking notes or class related use only. If I see cell phones out during class, I will ask you to put them away, if this happens more than once, I will ask you to leave.

5. **Academic Integrity:**  *A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation.*

*Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism). Cheating or plagiarism may result in failing this course and/or removal from the university.*

*See* [*http://community.uconn.edu/the-student-code-appendix-a/*](http://community.uconn.edu/the-student-code-appendix-a/) *for more information on the University's student code as it pertains to Academic Integrity.*

6. *Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships*  
The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  
More information is available at [http://policy.uconn.edu/?p=2884](https://exchange.uconn.edu/owa/redir.aspx?C=h8TXplIkQEONzx3f16gY1Fc3y9nAB9IIbmY402pWxZyT9fzF8amleeNywBmeHjn6E04XHpgn45o.&URL=http%3a%2f%2fpolicy.uconn.edu%2f%3fp%3d2884).   
7. *Sexual Assault Reporting Policy*  
To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](https://exchange.uconn.edu/owa/redir.aspx?C=h8TXplIkQEONzx3f16gY1Fc3y9nAB9IIbmY402pWxZyT9fzF8amleeNywBmeHjn6E04XHpgn45o.&URL=http%3a%2f%2fwww.ode.uconn.edu%2f) under the [Sexual Assault Response Policy](https://exchange.uconn.edu/owa/redir.aspx?C=h8TXplIkQEONzx3f16gY1Fc3y9nAB9IIbmY402pWxZyT9fzF8amleeNywBmeHjn6E04XHpgn45o.&URL=http%3a%2f%2fpolicy.uconn.edu%2f%3fp%3d2139).  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.    
More information is available at [http://sexualviolence.uconn.edu/](https://exchange.uconn.edu/owa/redir.aspx?C=h8TXplIkQEONzx3f16gY1Fc3y9nAB9IIbmY402pWxZyT9fzF8amleeNywBmeHjn6E04XHpgn45o.&URL=http%3a%2f%2fsexualviolence.uconn.edu%2f).

8. Final exam week for Fall 2019 takes place from Monday, December 9th through Sunday, December 15, 2019. Students are required to be available for their exam during the stated time. If you have a conflict with this time, you must visit the Dean of Students Office to discuss the possibility of rescheduling this exam.

Please note that vacations, previously purchased tickets or reservations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Dean of Students Office with any questions.

9. Links to other UConn policies:

* Changes to course grades <http://catalog.uconn.edu/academic-regulations/#Cha>
* Appeals of assigned course grades <http://catalog.uconn.edu/academic-regulations/#Appl2>

Links to resources:

* UConn Counseling and Mental Health Services 486-4705 (after hrs 6-3427) <http://counseling.uconn.edu/>
* Alcohol and Other Drug Services: 486-9431, [www.aod.uconn.edu](http://www.aod.uconn.edu)
* UConn Sexual Violence, Relationship Violence, and Stalking Awareness <http://sexualviolence.uconn.edu/>
* UConn Equity, Diversity, Equal Employment, and Affirmative Action <http://www.ode.uconn.edu/index.php>
* UConn Academic Achievement Center <http://web.uconn.edu/uconnconnects/AAC.htm>
* CLAS Academic Services Center <http://clasadvising.uconn.edu/>
* Dean of Students Office: 486-3426; [www.dos.uconn.edu](http://www.dos.uconn.edu)
* Career Services: 486-3013; [www.career.uconn.edu](http://www.career.uconn.edu)

**Course Outline**:

Week/Date\_\_\_\_\_\_\_\_ Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_Readings\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Week 1 Overview/ Intro M 1\*; *PSM* 1; *RAC*1; PAM1

Definitions *PSM* 2-3; *RAC* ch 2

Week 2 Protests & American Political system

First amendment & protest TBA

Week 3 Why Protest? M 2-3\*

Week 4 Structure & Process Social Movements M 4\*

Stages of Protest Movements *RAC*. 3; *PSM* ch. 14

Week 5 Protest & Communication

Persuasive Functions & Strategies M5\*; *PSM* 4

Week 6 Protests & Media (traditional) M6\*

Protests: new media & social networks

10/3/19  *Midterm exam*

Week 7-8 Non-violent descent & Civil Disobedience M 7\*; *RAC* ch.4-8

Week 10 The Response of the Establishment M8-9\*; *PSM* ch. 5

Outcomes & Results M10-11\*

Week 11 Historical sketches of Protests Me

Week 12-14 *Case Studies*

*Final Exam*

*This outline is* ***very*** *flexible. It is almost certain to change regarding when topics are covered. Exam dates are more fixed.*

1. 9/9/19: last day to add/drop using PeopleSoft (without additional signatures or “W” on transcript for drop). Last day to convert from pass/fail to letter grade option.

2. 10/28/19 Last day to drop course.

3. Thanksgiving recess 11/24-30/19

4. 12/6/19: Last day of classes

Social Movements

\*Gandhi & Indian Home Rule Movie Gandhi

\*American Civil Rights Civil Rights Documentary

[Abolition, Segregation, Voting rights I; Voting rights II; BLM]

\*LGBT Rights

\*Women’s rights

[1st Gen.: Suffrage; 2nd Gen: Pro-choice, ERA, 3rd Gen: = pay, Me too]

\*Anti-War [Vietnam, Iraq, etc.]

\*Nationalism (Anti-globalism; John Birch Society)

\*White Supremacy

[KKK, Nazism, Neo-Nazism, Alt Right]

\*Anti-Nuclear (Arms, and/or Power)

\*Gun Control

\*Prolife

\*Tea Party [21st Century]

\*Occupy (98%)

\*Arab Spring

\*Immigrant rights

\*Hong Kong Protests

*\*Movements to be potential subjects of group project case studies.* Which movements I choose to cover in detail may depend upon which ones the groups choose in order to avoid overlap. Not all of these will be covered.

**2020-130 COMM 4460/W Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15854 |
| **Request Proposer** | Stifano |
| **Course Title** | Intercultural Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Intercultural Communication |
| **Course Number** | 4460 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2200; ENGL 1007 or 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty with this area of expertise reside at these campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 4460. Cross-Cultural Communication 3.00 credits Prerequisites: Open to juniors or higher. Recommended preparation: COMM 3200. Grading Basis: Graded Communication behavior within and across cultures and subcultures. |
| **Provide proposed title and complete course catalog copy** | COMM 3220. Intercultural Communication 3.00 credits Prerequisites: COMM 2200 (formerly 3200) Grading Basis: Graded Formerly offered as COMM 4460. Communication behavior within and across cultures and subcultures. How cultures impact social structures, communication styles, and behavior. COMM 3220W. Intercultural Communication 3.00 credits Prerequisites: COMM 2200 (formerly 3200). ENGL 1007 or 1010 or 1011 or 2011. Grading Basis: Graded |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. The course name and description have also been updated slightly to better reflect modern conventions in the discipline. Adding a W option at the 3000 level also aligns with our curricular plan to allow students to meet their W requirement within theory-heavy areas of the discipline. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Course Objectives 1. Learn about the complex relationship between communication and culture. 2. Understand the processes involved in cross-cultural communication. 3. Identify and appreciate the beliefs, values, and norms of your own culture, and recognize and articulate differences and commonalities in dominant cultural patterns. 4. Develop and hone the ability to communicate with non-native speakers, as well as persons who exhibit a different worldview, value system, and communicative style. |
| **Describe course assessments** | Non-W: Exams, Participation, Quizzes, Short Paper, Film Analysis W: Exams, Participation, Quizzes, Research Paper |
| **General Education Goals** | GEOC Goals: Consistent with W courses in the Department of Communication, this course connects its primary subject matter intimately to writing by allowing students to investigate extant literature in this area of the discipline, synthesize the literature through the development of a paper, and participate in the review and revision process to refine their ideas. Students completing the W version of this course will better be able to articulate knowledge of this particular subject matter through their writing, which can also serve as strong preparation for graduate work in the discipline. |
| **Writing Competency** | Writing Competency: This course provides a course paper as an assignment requiring students to review the literature on Intercultural Communication and provide at least 8 references, cited in proper APA format. Students will work through a Topic and Abstract, followed by a Paper Outline and Reference List, then a First Draft , and ultimately a Final Submission (due during finals week). Both drafts will be accompanied by a cover letter, and in-class time will be set aside to work on papers and assist peers with their papers. Extensive guidelines are provided at the back of the syllabus for this writing assignment, including clear language that failure of the writing components of the course would constitute failure of the class. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4460 Sp16 Ranjit.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172944&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C9a25478f491c4d0d759408d7ca07082e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200003870486995&sdata=avvSEMy6dJfdcYc3HEx3FBoCqsnX7GbXD%2B32HBRM%2FTE%3D&reserved=0) | 4460 Sp16 Ranjit.docx | Syllabus | | [3220W-ProspectiveSyllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172945&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C9a25478f491c4d0d759408d7ca07082e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200003870486995&sdata=CrMCqoy8VQgvcSqTmN82fbp64EHVKvuVHULSD83Lt%2FI%3D&reserved=0) | 3220W-ProspectiveSyllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/16/2020 - 16:07 | Submit |  | Submitted to revise existing course number/pre-reqs and add a new W version of the course. Syllabus for prospective W version included along with syllabus for existing non-W version. | | Communication | Stephen C Stifano | 03/16/2020 - 16:33 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

Cross-Cultural Communication

Spring 2016; M/W/F 12:20 p.m.- 1:10 p.m.; Room: LH 202

**Instructor**: Yerina Ranjit

**E-mail**: yerina.ranjit@uconn.edu

**Office Location**: ARJ 241

**Office Hours**: Monday 9:30-10:30 & Wednesday 1:30-3:30 p.m.

**Course Description**

In an increasingly interconnected and global society, the development of cross-cultural competence is important to succeed personally and professionally. This course will focus on communication processes within the realm of culture. By examining national and global cultural and communication trends, this course will help students gain a better understanding of the role of culture(s) in society. The course will also focus on the role of media in influencing cultural ideas, beliefs, and values in society by examining cultural manifestations in identity, gender, popular culture, language, and organizational behavior.

**Course Objectives**

1. Learn about the complex relationship between communication and culture.
2. Understand the processes involved in cross-cultural communication.
3. Identify and appreciate the beliefs, values, and norms of your own culture, and recognize and articulate differences and commonalities in dominant cultural patterns.
4. Develop and hone the ability to communicate with non-native speakers, as well as persons who exhibit a different worldview, value system, and communicative style.

**Required Materials**

Samovar, L. A., Porter, R.E, McDaniel, E.R., & Roy, C.S. (2015). *Intercultural communication: A reader*. (14th Edition). Boston: Cengage Learning.

Other required reading materials will be available on the HuskyCT course site.

**Recommended Materials**

Hartley, J. (2012). *Communication, culture and media studies.* (4th Edition). New York: Taylor & Francis

American Psychological Association. (2010). *Publication manual of the American Psychological Association.* Washington, D.C.: American Psychological Association.

http://owl.english.purdue.edu/owl/resource/560/01/

**Course Components & Grading**

Grades are not given; they are **earned**. This is an upper level course and I expect you to perform and produce work of the highest quality. Keep up with the material and see me whenever you have any questions. I am here to help and want you all to succeed.

* Cross Cultural Topic Paper: 100
* Film analysis presentation: 80
* Midterm Exam: 100
* Final Exam: 100
* Engagement and Participation: 20
* Quizzes: 100
* Total: 500
* Extra Credit: up to 4 extra credit points

|  |  |
| --- | --- |
| 93-100 A | 73-77 C |
| 90-92 A- | 70-72 C- |
| 88-89 B+ | 68-69 D+ |
| 83-87 B | 63-67 D |
| 80-82 B- | 60-62 D- |
| 78-79 C+ | 0-59 F |

**Major and sub-components of the grade**

**Cross Cultural Topic Paper**

You will choose a cross cultural topic of interest to you. You will write a 5 page (not including references), double-spaced paper on this topic from the perspective of cross cultural communication. This paper is designed to allow you examine various issues related to culture and communication. You will incorporate theories you learn in class to analyze the issues within the topic you choose. Your paper will be evaluated based on your level of insight, your demonstrated understanding of course concepts, and the quality of your writing. The paper should be written in Microsoft Word adhering to APA style. **Paper should be 5-7 pages, not including references**. Appropriate citations are required. All research materials used must be properly formatted and cited in APA or American Psychological Association style (*APA guidelines can be found in the APA Manual or at www.apa.org)*. Further details will be discussed in class.

Topics must be submitted and approved by the instructor no later than **Feb 15, 2016**. Failing to do so will affect your grade by up to **10 points.**

**Film Analysis Presentation**

For this assignment you will work in groups and you will need to watch at least two different movies, preferably a U.S film and a non-U.S. film. Next, you will compare and contrast the two movies identifying cultural similarities and differences. You will have to integrate and apply concepts learned in class or discussed by our guest speakers. I will provide a list of movies for each chapter that we will cover. More details will be given in class. You will need to hand in an extended outline of your analysis the day of your group presentation. You will be graded on the extended outline and the quality of your presentation. Further details and a grade rubric will be given in class.

**Midterm and Final Exams**

The exams will be based on the reading material assigned for the class, lectures, guest lectures, and class discussions. Exams must be taken during the scheduled exam time. All requests for a makeup due to athletic participation, job interviews, special religious observances, or other foreseeable purposes must be made **one week prior** to the exam and require documentation. A last minute make-up exam can only be taken with proof of a valid medical excuse or extenuating circumstance.

**Engagement and Participation**

* *20 discussion questions/reflections*

In an effort to quantify class participation, each week, you will write one discussion question/reflection for two different readings that are assigned for that week. The discussion question/reflection needs to be at least **5 sentences** long. For example, one discussion question/reflection can be handed in on Monday and the other on Wednesday or Friday. The question/reflection can be handwritten (legibly) or typed. You will hand in your question/reflection at the end of the class. You cannot email me the question/reflection or send it in through your colleagues. Also, you cannot hand in questions/reflections for previous readings. You will have to hand in a total of **20 discussion** questions/reflections over 10 weeks. Each question/reflection will be worth **2.5 points**. The purpose of this activity is to make you think and critically analyze the reading material. In addition to the discussion questions/reflections, participating in class discussions and activities will give you the opportunity to increase your participation grade.

* *In-class participation*

Throughout the semester there will be in-class discussions and activities. **You will earn points for participation in class activities and discussions**. It is expected that students actively participate in these discussions and activities. By actively participating in discussions and activities you will have the opportunity to understand different points of view and have a clear understanding of the material.

**Extra Credit**

You will have the opportunity to earn **extra 4 points** that can be added to an assignment of your choice. In order to receive extra credit, throughout the semester you will have to identify 2 news stories that discuss developments related to intercultural communication. For each news story you need to write a one page response, which should include: a) a brief justification (why did you select this news story?); b) relevance (how are you/we influenced or affected by this development); c) brief discussion of the story by relating it to the material discussed in class (2 points per story).

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More information is available at <http://policy.uconn.edu/?p=2884>.  
  
Sexual Assault Reporting Policy  
To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity<<http://www.ode.uconn.edu/>> under the Sexual Assault Response Policy<<http://policy.uconn.edu/?p=2139>>.  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.  
More information is available at <http://sexualviolence.uconn.edu/>.

Miscellaneous

My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I've recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

**Academic Dishonesty**

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**Tentative course schedule**

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|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Dates** | **Topic** | **Readings/ Activities** |
| 1 | Jan 20- 22 | Course Introduction  Approaches to Intercultural Communication | Syllabus review  Peer greetings, meetings, Chapter 1 |
| 2 | Jan 25-29 | Approaches to Intercultural Communication | Chapter 1 |
| 3 | Feb. 1-5 | Cultural Identity: Issues of Belonging | Chapter 1/2  **Feb 5**  **Discuss Cultural Paper & Film Assignment** |
| 4 | Feb.8-12 | Cultural Identity: Issues of Belonging | Chapter 2 |
| 5 | Feb.15-19 | Co-cultures: Living in a Multicultural society | Chapter 4  **Topics for paper DUE** |
| 6 | Feb. 22-26 | Co-cultures: Living in a Multicultural society | Chapter 4  \*Guest Speaker |
| 7 | Feb.29-Mar 4 | Co-cultures: Living in a Multicultural society  Exam Review | Chapter 4  \*Guest speaker  **Mar 4. Film Assignment – Movies selection due** |
| 8 | Mar 7 | Exam 1 | Ch. 1, 2, 4 and guest lectures |
| 8 | Mar. 9 & 11 | International Cultures: Understanding Diversity | Chapter 3 |
|  | Mar 14-18 | **SPRING BREAK** | |
| 9 | Mar. 21-25 | International Cultures: Understanding Diversity | **Mar. 25 Cultural Paper Outline Due**  Chapter 3  \*Guest speaker |
| 10 | Mar. 28-Apr 1 | Intercultural Messages: Verbal and Nonverbal Communication | Chapter 3/5  **Mar 28 Film Assignment – Presentation outline due** |
| 11 | Apr.4-8 | Intercultural Messages: Verbal and Nonverbal Communication | Chapter 5  \*Guest speaker |
| 12 | Apr. 11-15 | Intercultural Messages: Verbal and Nonverbal Communication | Ch. 5 |
| 13 | April 18-22 | Cultural Contexts: The Influence of the Setting | **April 22 Group Presentations** |
| 14 | April 25- 29 | Group presentations | **April 25 Group Presentations**  **April. 27 Group Presentations & Cultural Identity Paper Due**  April. 29 Final exam review |
|  | Week of May 2 | Final Exam | Ch. 3, 5, 6 and guest lectures |

COMM 3220W: Intercultural Communication

**Course Description**

In an increasingly interconnected and global society, the development of cross-cultural competence is important to succeed personally and professionally. This course will focus on communication processes within the realm of culture. By examining national and global cultural and communication trends, this course will help students gain a better understanding of the role of culture(s) in society. The course will also focus on the role of media in influencing cultural ideas, beliefs, and values in society by examining cultural manifestations in identity, gender, popular culture, language, and organizational behavior.

**Course Objectives**

1. Learn about the complex relationship between communication and culture.
2. Understand the processes involved in cross-cultural communication.
3. Identify and appreciate the beliefs, values, and norms of your own culture, and recognize and articulate differences and commonalities in dominant cultural patterns.
4. Develop and hone the ability to communicate with non-native speakers, as well as persons who exhibit a different worldview, value system, and communicative style.

**Required Materials**

Samovar, L. A., Porter, R.E, McDaniel, E.R., & Roy, C.S. (2015). *Intercultural communication: A reader*. (14th Edition). Boston: Cengage Learning.

Other required reading materials will be available on the HuskyCT course site.

**Recommended Materials**

Hartley, J. (2012). *Communication, culture and media studies.* (4th Edition). New York: Taylor & Francis

American Psychological Association. (2010). *Publication manual of the American Psychological Association.* Washington, D.C.: American Psychological Association.

http://owl.english.purdue.edu/owl/resource/560/01/

**Course Components & Grading**

Grades are not given; they are **earned**. This is an upper level course and I expect you to perform and produce work of the highest quality. Keep up with the material and see me whenever you have any questions. I am here to help and want you all to succeed.

* Intercultural Research Paper: 180
* Midterm Exam: 100
* Final Exam: 100
* Engagement and Participation: 20
* Quizzes: 100
* Total: 500
* Extra Credit: up to 4 extra credit points

|  |  |
| --- | --- |
| 93-100 A | 73-77 C |
| 90-92 A- | 70-72 C- |
| 88-89 B+ | 68-69 D+ |
| 83-87 B | 63-67 D |
| 80-82 B- | 60-62 D- |
| 78-79 C+ | 0-59 F |

**Major and sub-components of the grade**

**Intercultural Research Paper**

You will choose an intercultural topic of interest to you and review the literature related to this topic in a 15-page paper, which we will develop over the course of the semester. You will first submit a paper topic and abstract, followed by an outline and list of sources, followed by a first draft, and then ultimately a second draft that revises the original.

Your paper will be evaluated based on your level of insight, your demonstrated understanding of course concepts, and the quality of your writing. The paper should be written in Microsoft Word adhering to APA style. Appropriate citations are required. All research materials used must be properly formatted and cited in APA or American Psychological Association style (*APA guidelines can be found in the APA Manual or at www.apa.org)*. Further details will be discussed in class.

More resources on the research paper are available at the back of the syllabus; note that as a W course, you must pass the written portion of the class to receive a passing grade in the course.

**Midterm and Final Exams**

The exams will be based on the reading material assigned for the class, lectures, guest lectures, and class discussions. Exams must be taken during the scheduled exam time. All requests for a makeup due to athletic participation, job interviews, special religious observances, or other foreseeable purposes must be made **one week prior** to the exam and require documentation. A last minute make-up exam can only be taken with proof of a valid medical excuse or extenuating circumstance.

**Engagement and Participation**

* *20 discussion questions/reflections*

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| 4 | Feb.8-12 | Cultural Identity: Issues of Belonging | Chapter 2 |
| 5 | Feb.15-19 | Co-cultures: Living in a Multicultural society | Chapter 4 |
| 6 | Feb. 22-26 | Co-cultures: Living in a Multicultural society | Chapter 4  \*Guest Speaker **Outline and Literature for Paper** |
| 7 | Feb.29-Mar 4 | Co-cultures: Living in a Multicultural society  Exam Review | Chapter 4  \*Guest speaker |
| 8 | Mar 7 | Exam 1 | Ch. 1, 2, 4 and guest lectures |
| 8 | Mar. 9 & 11 | International Cultures: Understanding Diversity | Chapter 3 |
|  | Mar 14-18 | **SPRING BREAK** | |
| 9 | Mar. 21-25 | International Cultures: Understanding Diversity | Chapter 3  \*Guest speaker |
| 10 | Mar. 28-Apr 1 | Intercultural Messages: Verbal and Nonverbal Communication | Chapter 3/5  **Paper Draft #1 Due** |
| 11 | Apr.4-8 | Intercultural Messages: Verbal and Nonverbal Communication | Chapter 5  \*Guest speaker |
| 12 | Apr. 11-15 | Intercultural Messages: Verbal and Nonverbal Communication | Ch. 5 |
| 13 | April 18-22 | Cultural Contexts: The Influence of the Setting |  |
| 14 | April 25- 29 | Group presentations | **Paper Draft #2 Due**  April. 29 Final exam review |
|  | Week of May 2 | Final Exam | Ch. 3, 5, 6 and guest lectures |

**WRITING ASSIGNMENT GUIDELINES**

**Overview**

Your major writing assignment for COMM 3220 should address research literature on a single topic related to intercultural communication. This will be done in a semester long build and revise method.

*As per University Guidelines for W courses: “A student cannot pass a W course without earning a passing grade on its writing components.”*

**Guidelines**

* 15-page Standard Academic Literature Review on social media-related topic of interest

For the paper, you will choose a topic within intercultural communication to research. Treat this like a professional paper, as this will be beneficial as a writing sample or future research/contribution to the field.

**References**

You’ll need to reference 8-10 sources on a relevant issue of your choosing. The articles must be from academic books or journals. The latter can be found in the main library, or any number of online resources, including the journals previously mentioned in this syllabus.

General education textbooks (e.g. Dominick’s *Introduction to Mass Communication*) do *not* count as scholarly sources, nor do periodicals (e.g., *TIME*). These may be used, but they will not be counted towards your 8-10 required peer-reviewed sources.

Please *do not* use meta-analyses or entire books for this assignment. Articles that merely review a book on a subject are also *not* acceptable choices.

**Acceptable Topic Areas**

You may review any intercultural communication related topic, so long as (1) all references address the same topic, which should be narrowly defined, and (2) academic sources are relatively timely (i.e., published within the last decade or two). Think of your personal interests and course content when choosing a topic. Any topical heading appearing on the syllabus would be appropriate for study, but feel free to address other dimensions of communication messages or effects as well. Once you've selected a topic area, consult the course text for possible research sources.

Overly broad topics (e.g., “Sports across cultures”) should be avoided. Be very specific with your focus (e.g. “Varying use of facebook in the U.S. and Spain”). Take care to delimit your topic to one focal area.

Also, remember to focus on intercultural communication-related issues. A review of “classical Greek literature” would not be appropriate for this course. I’d be happy to help you identify workable topic areas and recommend sources during the next week or so. Remember to utilize the Communication Sciences librarian, Dawn Cadogan, as a resource as well.

**Assignment Descriptions**

Each submission requires something specific to be considered a completed draft. All submissions should follow APA guidelines.

*Paper Topic and Abstract*

This should be a one page abstract/proposal that outlines what topic you would like to do, what method you would like to use, and why this topic and method is appropriate for this assignment.

*Paper Outline and Reference List*

This submission should include a fully realized outline of the topic and argument you are presenting. In-text citations should be used where appropriate, and there should be a full APA References page included at the end. Claims should be made in full sentences, but backup information can be bullet points. A clear thesis should also be made early in the paper. Section headers should be appropriate to the type of writing.

*First Draft of Full Paper*

This submission should be a complete draft of the paper. Feedback will be given with careful attention to content and style. Be sure to include a cover letter that reports what you are most concerned with or are having trouble with so that I can focus my feedback on addressing your concerns.

*Final Submission*

This is the final draft of your paper and should be uploaded to HuskyCT by 5pm on the final exam date.

**Assignments and Submission Format**

There will be four submissions throughout the semester. This process is designed to build the complete 15 page final submission. The writing will be done in stages with an emphasis on revision.

**Please submit your assignment electronically via HuskyCT, *by 11:59p.m.* by the due date.** *Do not send via email.* No paper copies accepted.

Writing assignments are to be turned in electronically, with a cover letter, to me **via HuskyCT.** Submit your paper ***as an attachment*** within the assignment tab. Your paper must be submitted in one of the following formats: a Word document (.doc or .docx), or a PDF. Simply cutting and pasting your paper into the submission box in HuskyCT will not keep your formatting (which is one of the things you are being graded on). If you are having problems with HuskyCT, email me the file immediately, so as to avoid any late penalties. **Files submitted after the deadline due to technical issues will still incur a late penalty.**

When you submit your ***first and final drafts*** you need to include a cover letter (the cover letter can either be a second, separate Word document or you can make it the first page of your assignment). Each draft requires a cover letter. A template of how to word the cover letter for your initial draft submission and for your revised submissions are below.

Template of Cover Letter **for a Draft**:

Dear Professor,

In this draft I am trying to....

I think that the strongest parts of the draft are.... And what I struggled with most was....

My top two priorities for revising are....

Other things that I know I need to work on include...

Questions I have for you at this stage are...

Sincerely,

[your name]

I will use this information in your cover letter to help me better review and critique your assignment. For example, if you know your article summaries are not as strong as your analysis of the articles’ conclusions, then I will know to give you more directed feedback about analyzing articles for a literature review.

When you *resubmit* your paper, you will write **another** cover letter:

Template of Cover Letter **for a Final Paper:**

Dear Professor,

In this paper I am trying to...

In my first draft I…

Given the feedback I received on that draft, I decided to... because…

For this final draft I concentrated most of my efforts on… because…

What I struggled with most was...

If given more time, I would work on…

I think that the strongest parts of the final essay are…

Other things you may want to keep in mind as you read this essay are…

Sincerely,

[your name]

**2020-131 COMM 4660/W Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15845 |
| **Request Proposer** | Stifano |
| **Course Title** | Computer-Mediated Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Computer-Mediated Communication |
| **Course Number** | 4660 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2200 (formerly 2200) or 2600 (formerly 1300); ENGL 1007 or 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty with relevant expertise reside at these campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 4660. Computer Mediated Communication 3.00 credits | May be repeated for credit. Prerequisites: COMM 1000 and 1300; open to juniors or higher. Grading Basis: Graded How computer media increasingly influence communication processes and how computer media are changing society. Students will examine critically both exposure to and use of computer media with particular attention to how people use computer media and the effects of this use. With a change in content this course may be repeated for credit. COMM 4660W. Computer Mediated Communication 3.00 credits | May be repeated for credit. Prerequisites: COMM 1000 and 1300; ENGL 1010 or 1011 or 2011; open to juniors or higher. Grading Basis: Graded |
| **Provide proposed title and complete course catalog copy** | COMM 3610. Computer Mediated Communication 3.00 credits Prerequisites: COMM 2200 (formerly 2300) or COMM 2600 (formerly 1300). Grading Basis: Graded How computer media increasingly influence communication processes and how computer media are changing society. Students will examine critically both exposure to and use of computer media with particular attention to how people use computer media and the effects of this use. COMM 3610W. Computer Mediated Communication 3.00 credits Prerequisites: COMM 2200 (formerly 2300) or COMM 2600 (formerly 1300); ENGL 1007 or 1010 or 1011 or 2011. Grading Basis: Graded |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | - Systematically study new media forms by breaking them down into specific concepts and variables of interest.   - Critically examine existing models, theories and frameworks, in order to evaluate and create newer frameworks to understand the effects of new media forms.   - Understand how interactions with new media technologies can shape our individual behavior, interpersonal relationships, group and social dynamics, both at work and home settings and beyond.   - (W) Being a W course, one of the main objectives of this course is to introduce students to writings skills and techniques followed in the Communication discipline. According to university-wide policies for W courses, one cannot pass a W course without earning a passing grade on its writing components. - (W) There will be several activities in the course aimed at familiarizing and enhancing skills pertaining to reading and writing research reports. Specifically, the goal is to master the social scientific writing style, based on the guidelines of the American Psychological Association (APA Style Guide, 6th Edition). |
| **Describe course assessments** | Non-W: Exams and Assignments W: Exams, Paper Drafts, Discussion Leadership. |
| **General Education Goals** | Consistent with W courses in the Department of Communication, this course connects its primary subject matter intimately to writing by allowing students to investigate extant literature in this area of the discipline, synthesize the literature through the development of a paper, and participate in the review and revision process to refine their ideas. Students completing the W version of this course will better be able to articulate knowledge of this particular subject matter through their writing, which can also serve as strong preparation for graduate work in the discipline. GEOC-W: THIS CHANGE ONLY ADJUSTS THE COURSE NUMBER AND PRE-REQUISITES, NOT THE W PORTIONS OF THE COURSE. |
| **Writing Competency** | This course provides a course paper as an assignment requiring students to review the literature on Computer-Mediated Communication and provide references, cited in proper APA format. Students will work through a Topic and Abstract (due Week 2), followed by a Paper Outline and Reference List (due between weeks 3 and 5), then a First Draft (due week 7), and ultimately a Final Submission (due during finals week). Extensive guidelines are provided at the back of the syllabus for this writing assignment, including clear language that failure of the writing components of the course would constitute failure of the class. GEOC-W: THIS CHANGE ONLY ADJUSTS THE COURSE NUMBER AND PRE-REQUISITES, NOT THE W PORTIONS OF THE COURSE. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4660W S17 Syllabus Christensen.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172924&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C9f1b60b7de954f37545408d7ca967517%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200619878963625&sdata=TjxcFI212myhuZBb%2BJNqLS9CcOS4tgAaiSucZ2SECBA%3D&reserved=0) | 4660W S17 Syllabus Christensen.docx | Syllabus | | [COMM 4660 Syllabus - Nowak.doc](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172925&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C9f1b60b7de954f37545408d7ca967517%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200619878963625&sdata=ZErBzwtu7uy1BCKOQI6APQy8Cf1yGhbU7t4g8nabVMo%3D&reserved=0) | COMM 4660 Syllabus - Nowak.doc | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/15/2020 - 17:25 | Submit |  | Submitted with syllabi for both W and Non-W versions of the course. | | Communication | Stephen C Stifano | 03/15/2020 - 17:37 | Approve | 3/11/2020 | Approved by COMM Faculty for renumbering and pre-requisites 3/11/20 | |

# Comm 4660 Computer Mediated Communication

Class meetings: 11-12:15 in ARJ 139

Instructor: Professor Nowak

**Course Objectives:** To examine how the use of technology influences communication processes, specifically computer mediated communication. A growing number of people are using their computers as a communication medium, and this course will examine the implications of that trend for our interpersonal relations and communication processes. The course will cover how computer media influence communication processes and how they are changing society. Students will be better prepared to critically examine exposure to and use of computer media with particular attention to how people use computer media and the effects of this use.

# Communicating with the instructor

The assignments may be challenging. Please come to office hours to discuss anything you find unclear or information you find difficult.

Office Hours: d by appointment in PCSB 218. To schedule an appointment, use advapp.uconn.edu (select communication from drop down menu and select instructor’s name. If no times fit your schedule, email ([kristine.nowak@uconn.edu](mailto:kristine.nowak@uconn.edu), or Huskyct email)..

Class announcements will be posted on HuskyCT, you should check it frequently because you are responsible for all information posted there.

Prerequisite: **Comm 1300**

## Readings.

## **Required: Thurlow, C., Lengal, L., & Tomic, A. (2004). Computer Mediated Communication: Social Interaction and the Internet. Sage Publications and other online articles on syllabus and HuskyCT.**

## 

## Grading & Assignments

Students will be graded on their performance in the following areas:

|  |  |
| --- | --- |
| Exams | 60% |
| HuskyCT tasks and class participation | 20% |
| Moral panic assignment and peer review | 20% |

Your grades on each item will be posted on WebCT as soon as they become available. I encourage you to check these postings and come to my office hours to discuss any questions you have about grades. I do not generally respond to email about grades. If you do not question it, a grade becomes permanent in 1 week after it has been posted to WebCT. Grades are based on the percentage of possible points you earn out of a possible 100%. The standard scale applies with 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D and earning less than 60% of possible points is a failing grade.

*Warning:* if you receive less than 60% of possible points on any assignment, you could be in danger of failing this course. If this happens, I encourage you to discuss with me a strategy to enable you to pass the course.

*Attendance:* While attendance is not recorded, if you miss a class, you miss important information. **Please do not email me to ask if you “missed anything.”** When I prepare for class, I carefully plan what to present and how best to teach information. I will not hold class unless I am presenting something I consider important. Ask a classmate for notes and check HuskyCT for announcements.

## Exams

There will be 2 exams. The exams will be primarily multiple choice questions, though there will be some short answer and essay exams designed to get you to think and write about all the readings together and to show your understanding of theories and communication processes we are studying.. The questions will ask about issues from the readings and class discussions. Your should draw on what you have learned from all of the readings and class discussions relevant to the question. You will not be expected to do reading beyond the articles assigned for class, but you are free to include outside sources you have read or things you know or have experienced. You should show an understanding of the issues as well as a familiarity with the readings.

## In Class Participation.

You are expected to attend class and keep up with the readings and actively participate in class discussions and projects both in class and online. This is not a lecture course, so the students are expected to participate in generating and facilitating discussion. If you haven’t done the reading, you won’t be able to participate. Some writing assignments will be done in class as noted on the course schedule. If you are not in class, you will not be able to submit them.

## HuskyCT Class Participation and assignments

You will be expected to submit some assignments online and to type reactions to and comments on the readings or other assignments on HuskyCT. This posting must occur before the class meeting and show a thoughtful and articulate perspective or comment on the reading or the assignment. Some of these require you to prepare in advance and participate in online chat groups for several weeks. They are due on the date specified on the syllabus and will not be accepted after that date.

**Moral panic assignment**

This comes from the assignment discussed on p. 163 of your text. Consider the information discussed there about finding credible information in the internet**.** You will be assigned to consider one of the many Moral panic issues discussed during class and in the HuskyCT article, or that is associated with use of computers and the Internet. You may suggest your own issue but be sure to get it approved before you do it. You will research it to determine the origins of the issue and come to conclusions about the credibility of the fear associated with this issue. Be specific about the issue you are researching so you can focus carefully on one issue and be clear in your discussion. You will write a paper about it where you summarize the major points of the issue. Begin with a summary of the origins of the issue from news reports or other sources. What are the fears? What are these fears based on? Who is making the case that we ought to be worried? Is it the media or some special interest group? What are their motives? Then you will evaluate the credibility of these fears related to the issue. Are they credible and realistic? You will need to use many sources for the report and cite your sources. Include some field notes about this assignment. Are there credible sources on both sides of the issue? Be sure to include statistical facts from journals found in the library that could support or refute the issue. You should also include governmental sources, crime statistics, expert views, official statements, personal points of view, and statements by concerned organizations. Come to a conclusion at the end and be sure to indicate whether one cold easily argue either side of this issue? You will exchange this with one of your classmates for peer review before submitting it. You are encouraged to use the writing center as well. Points will be taken off for spelling and grammar errors and your assignment will be submitted to SafeAssign, which is a plagiarism detection software so be sure to use your own words.

# Academic Dishonesty

The student conduct code states that “a fundamental tenet of all education institutions is academic honesty. Academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else’s work as one’s own is a serious offense in any academic setting and it will not be condoned”. It further states that, “a student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation.” For more information on the university’s student code, see <http://www.dosa.uconn.edu/Code2.html>.

Plagiarism is the most extreme form of Academic Dishonesty and will results in failing this course and possible removal from the university. Plagiarism (from the Latin *plagiarus*, an abductor, and *plagiare*, to steal) is defined as presenting another person’s work or ideas as one’s own.

*Warning:* I will use anti-plagiarism software to compare your work to the work of previous students as well as to any information posted on the Internet. By submitting assignments to me, you are agreeing to allow me to use this software. If you plagiarize, you will receive an F in the course and a note in your permanent academic record.

# Other information

## Accommodations for disabilities

If you are a student with a disability who requires reasonable accommodations, please notify your instructor and please see <http://www.csd.uconn.edu> for your responsibilities. I will do my best to provide the accommodations you request.

## Policy on late work

No late work will be accepted in this course and no exceptions will be made for any excuse. You should plan to turn things in early, so when things go wrong, as they always do, you can still get it in by the deadline. As a student, school is your job, so be professional and responsible.



Computer-Mediated Communication

Spring 2017; Gentry 425; Tuesday & Thursday 11:00am to 12:15pm

INSTRUCTOR

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**John Christensen, PhD**

Assistant Professor

Department of Communication

**Phone:** (860)-486-5257

**Email:** john.christensen@uconn.edu

**Office:** Arjona 214

**Office Hours:** Tuesdays and Wednesdays 12:30pm to 2:00pm

COURSE DESCRIPTION

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Media in various forms have been transforming human lives, both at the level of individual and at the level of societies. What is it about media forms and structures that can alter, enhance, or diminish our psychological perceptions of communication phenomena? Main objectives of the course:

- Systematically study new media forms by breaking them down into specific concepts and variables of interest.

- Critically examine existing models, theories and frameworks, in order to evaluate and create newer frameworks to understand the effects of new media forms.

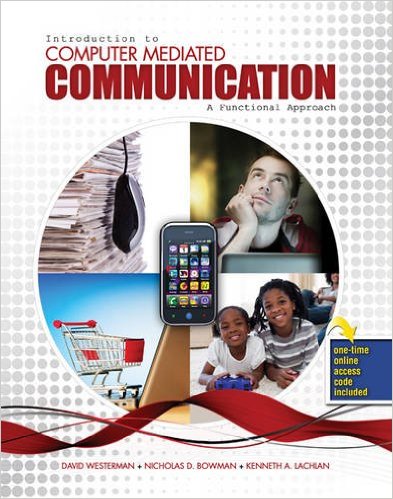
- Understand how interactions with new media technologies can shape our individual behavior, interpersonal relationships, group and social dynamics, both at work and home settings and beyond.

- Being a W course, one of the main objectives of this course is to introduce students to writings skills and techniques followed in the Communication discipline. According to university-wide policies for W courses, one cannot pass a W course without earning a passing grade on its writing components.

- There will be several activities in the course aimed at familiarizing and enhancing skills pertaining to reading and writing research reports. Specifically, the goal is to master the social scientific writing style, based on the guidelines of the American Psychological Association (APA Style Guide, 6th Edition).

TEXTBOOK

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COURSE COMPONENTS

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* Exam One: **10%**
* Exam Two: **10%**
* Exam Three: **10%**
* Paper Topic: **5%**
* Paper Outline & Reference List: **5%**
* First Draft of Full Paper: **25%**
* Final Draft of Full Paper: **15%**
* 10-Minute In-Class Paper Presentation: **5%**
* Lead Group Discussion of a Research Article: **5%**
* Participation & In-Class Activities: **10%**
* Extra Credit Opportunities: **5%**

GRADING

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| --- | --- | --- | --- |
| 93-100 A | 83-86 B | 73-76 C | 63-66 D |
| 90-92 A- | 80-82 B- | 70-72 C- | 60-62 D- |
| 87-89 B+ | 77-79 C+ | 67-69 D+ | 0-59 F |

|  |  |  |  |
| --- | --- | --- | --- |
| * **Schedule** | | | |
| * **Week 1** | * Tuesday, * January 17th | * Welcome * Meet & Greet * Course Introduction |  |
| * Thursday, * January 19th | * Review of Sample Papers * Writing Workshop |  |
| * **Week 2** | * Tuesday, * January 24th | * What is (Mediated) Communication? (Chapter 1) | * Paper Topic & Abstract Due via HuskyCT by 5pm |
| * Thursday, * January 26th | * What is the Internet? (Chapter 2) |  |
| * **Week 3** | * Tuesday, * January 31st | * Media as Tools (Chapter 3) |  |
| * Thursday, * February 2nd | * Media as Tools (Chapter 3) |  |
| * **Week 4** | * Tuesday, * February 7th | * Information Literacy in the Digital Age (Chapter 4) | * Paper Outline and Reference List Due via HuskyCT by 5pm |
| * Thursday, * February 9th | * Information Literacy in the Digital Age (Chapter 4) |  |
| * **Week 5** | * Tuesday, * February 14th | * News (Chapter 5) |  |
| * Thursday, * February 16th |  | * Quiz 1 (Covers Chapters 1 to 5) |

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| --- | --- | --- | --- |
| * **Schedule** | | | |
| * **Week 6** | * Tuesday, * February 21st | * Media as Educators (Chapter 6) |  |
| * Thursday, * February 23rd | * Media as Educators (Chapter 6) |  |
| * **Week 7** | * Tuesday, * March 28th | * Relationships in the Digital Age (Chapter 7) |  |
| * Thursday, * March 2nd | * Relationships in the Digital Age (Chapter 7) | * First Draft Due via HuskyCT by 5pm |
| * **Week 8** | * Tuesday, * March 7th | * Falling in Love (or Like) Online (Chapter 8) |  |
| * Thursday, * March 9th | * Falling in Love (or Like) Online (Chapter 8) |  |
| * **Week 9** | * Tuesday, * March 14th |  | * No Class - Spring Break |
| * Thursday, * March 16th |  | * No Class - Spring Break |
| * **Week 10** | * Tuesday, * March 21st | * Persuasion (Chapter 9) |  |
| * Thursday, * March 23rd |  | * Quiz 2 (Covers Chapters 6 – 9) |

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| --- | --- | --- | --- |
| * **Schedule** | | | |
| * **Week 11** | * Tuesday, * March 28th | * Advertising (Chapter 10) |  |
| * Thursday, * March 30st | * Campaigning (Chapter 11) |  |
| * **Week 12** | * Tuesday, * April 4th | * Entertainment in the Digital Age (Chapter 12) |  |
| * Thursday, * April 6th | * Entertainment in the Digital Age (Chapter 12) |  |
| * **Week 13** | * Tuesday, * April 11th | * Uses and Effects of Digital Entertainment (Chapter 13) |  |
| * Thursday, * April 13th | * Uses and Effects of Digital Entertainment (Chapter 13) |  |
| * **Week 14** | * Tuesday, * April 18th | * Paper Presentations |  |
| * Thursday, * April 20th | * Paper Presentations |  |
| * **Week 15** | * Tuesday, * April 25th |  | * No Class |
| * Thursday, * April 27th |  | * Quiz 3 (Covers Chapters 10 – 13) |
| * **Week 16** | * Day of * Scheduled Final |  | * Final Draft Due via HuskyCT by 5pm |

EXPECTATIONS FOR CLASSROOM BEHAVIOR

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Please respect each others’ opinions and refrain from personal attacks or demeaning comments of any kind. Remember to keep confidential all issues of a personal nature that are discussed in class. You are permitted to use personal electronic devices during class but only for purposes related to the course. Please be aware that you maybe distracting other students seated behind you. Seats in the front of the class are designated as a technology-free zone.

LATE TURN-IN AND MISSED EXAM POLICY

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If an assignment is not submitted by the designated time on the due date, it is considered late. If you turn in a late assignment within 48 hours of the original deadline, you have the opportunity to receive half-credit (i.e., the grade you earn will be divided by two). After 48 hours has passed, there will be no opportunity for you to earn credit - you will receive zero points for that assignment. In-class activities cannot be made up. If you anticipate missing an assignment or exam due to participation in a sporting event or a religious conflict, you must inform me in writing within the first three weeks of the semester, and prior to the anticipated absence, and you must take the initiative to work out a schedule for making up missed work. Missed work due to hospitalization or illness must be validated via doctor’s note and submitted to me immediately upon return.

ACADEMIC INTEGRITY

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Academic Integrity: A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation. Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism). Cheating or plagiarism may result in failing this course and/or removal from the university. See <http://community.uconn.edu/the-student-code-appendix-a/> for more information on the University's student code as it pertains to Academic Integrity.

SERVICES FOR STUDENTS WITH DISABILITES

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The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at [csd@uconn.edu](mailto:csd@uconn.edu). Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu](http://www.csd.uconn.edu/).

FINAL EXAMS

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If, due to extenuating circumstances, a student cannot take a final examination as announced in the [Final Examination Schedule](http://registrar.uconn.edu/exams/), the student must ask permission from the Dean of Students Office to reschedule the examination. When the student has permission to reschedule, the instructor will schedule it at a time agreeable to both. A student whose absence from a final examination is not excused in this way shall receive no credit for this examination. A student whose absence is excused by the Dean of Students shall have an opportunity to take an examination without penalty. (See X under [Grading System](http://catalog.uconn.edu/academic-regulations/#Grad).) Rescheduling Final Examinations. Students should check their final examination schedule to see if they have either:

(a) four examinations in two consecutive calendar days

(b) three examinations in one calendar day

(c) three examinations in consecutive time-blocks spanning parts of two consecutive days

If any of the above apply, they may request the Dean of Students Office to rearrange their schedule. The Dean of Students Office will select one of the examinations for rescheduling and notify the instructor, usually with a letter given to the student.

POLICY REGARDING COPYRIGHTED MATERIALS

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My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

DISCRIMINATION, HARASSMENT, & INAPPROPRIATE ROMANTIC RELATIONSHIPS

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The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  More information is available at <http://policy.uconn.edu/?p=2884>.

SEXUAL ASSAULT REPORTING POLICY

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To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](http://www.ode.uconn.edu/) under the [Sexual Assault Response Policy](http://policy.uconn.edu/?p=2139).  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.    More information is available at <http://sexualviolence.uconn.edu/>.



Computer-Mediated Communication

Writing Assignment Guidelines

**Overview**

Your major writing assignment for COMM 4660W should address research literature on a single topic related to computer-mediated communication. This will be done in a semester long build and revise method.

*As per University Guidelines for W courses: “A student cannot pass a W course without earning a passing grade on its writing components.”*

**Guidelines**

You can choose one of the following writing prompts. Alternatives formats are possible…please see me with ideas.

* 15-page Standard Academic Literature Review
* 15-page Grant Proposal

For the paper, you will choose a topic within computer-mediated communication to research. Treat this like a professional paper, as this will be beneficial as a writing sample or future research/contribution to the field.

**Sources**

You’ll need to reference at least 8 research studies. The studies must be published in peer-reviewed scientific research journals. These can be found online or in the library and might include such titles as *Critical Studies in Mass Communication, Journalism Quarterly, Journal of Communication, Health Communication* and *Journal of Health Communication.*

General education textbooks (e.g. Dominick’s *Introduction to Mass Communication*) do *not* count as scholarly sources, nor do periodicals (e.g., *TIME*). These may be used, but they will not be counted towards your 8 required peer-reviewed sources.

Please *do not* use meta-analyses or entire books for this assignment. Articles that merely review a book on a subject are also *not* acceptable choices.

**Acceptable Topic Areas**

You may review any computer-mediated communication related topic, so long as (1) all references address the same topic, which should be narrowly defined, and (2) academic sources are relatively timely (i.e., published within the last decade or two). Think of your personal interests and course content when choosing a topic. Any topical heading appearing on the syllabus would be appropriate for study, but feel free to address other dimensions of communication messages or effects as well. Once you've selected a topic area, consult the course text for possible research sources.

Overly broad topics (e.g., “Effects of social networking on society”) should be avoided. Be very specific with your focus (e.g. “Effects of fan wars on Tumblr”). Take care to delimit your topic to one medium or genre.

Also, remember to focus on CMC-related issues. A review of “classical Greek literature” would not be appropriate for this course. I’d be happy to help you identify workable topic areas and recommend sources during the next week or so.

**Assignment Descriptions**

Each submission requires something specific to be considered a completed draft. All submissions should follow APA guidelines.

*Paper Topic*

This should be a one page document (double spaced) that describes the topic you would like to write about and why it is important to society. You should also include any questions or hypotheses you plan to focus on in your paper.

*Paper Outline and Reference List*

This submission should include a full outline of paper. In-text citations should be used where appropriate, and there should be a full APA References page included at the end. Claims should be made in full sentences, but backup information can be bullet points. A clear thesis should also be made early in the paper. Section headers should be appropriate to the type of writing.

*First Draft of Full Paper*

This submission should be a complete draft of the full paper. Feedback will be given with careful attention to content and style. Be sure to include a cover letter that reports what you are most concerned with or are having trouble with so that I can focus my feedback on addressing your concerns.

*Final Submission*

This is the final draft of your paper and should be uploaded to HuskyCT by 5pm on the final exam date. Please use track changes.

**Submission Format**

All assignments should be submitted via HuskyCT. Microsoft Word is recommended (with track changes enabled when appropriate). PDFs will not be accepted. Paper copies and emailed submissions will not be accepted.

**2020-132 COMM 4800 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15831 |
| **Request Proposer** | Stifano |
| **Course Title** | Communication Processes in Advertising |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Communication Processes in Advertising |
| **Course Number** | 4800 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 2 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2500 (formerly 3100) or 2600 (formerly 1300) |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Availability of faculty will dictate offering the course at these campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 4800. Communication Processes in Advertising 3.00 credits Prerequisites: COMM 1300, 3100 and 3300; open to juniors or higher. Grading Basis: Graded Covers communications theory relevant to advertising, with specific application to the creative elements of art and copy. Students create actual print advertisements and radio commercials. |
| **Provide proposed title and complete course catalog copy** | 3520. Communication Processes in Advertising 3.00 credits Prerequisites: COMM 2500 (formerly 3100) or 2600 (formerly 1300) Grading Basis: Graded Formerly offered as COMM 4800. Covers communication theory relevant to advertising, with specific application to the creative elements of art and copy. Students will create multimedia to support an advertising campaign. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Communication is what makes advertising unique. In this course, you will develop marketing insights by analyzing companies, markets and brands, understanding the psychology of consumer behavior and learning about different kinds of sales promotions. We’ll also focus on advertising regulation and policies, advertising ethics (e.g. advertising to children) and socio-cultural factors in advertising. You will gain hands on research experience and creative advertising experience by completing a collaborative final project in which you and your teammates will work on creative concept for the new product of your choice. |
| **Describe course assessments** | Exams, Product Analysis, Group Project, Participation. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4800 F19 syllabus Kalnova.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172906&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C78233969571847a65a7708d7c91061e4%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637198944507083540&sdata=T4PttF9NK5bFiTDh8S%2F94WTBQmN0ejJDtlB7FoN%2F4Fo%3D&reserved=0) | 4800 F19 syllabus Kalnova.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/15/2020 - 10:13 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/15/2020 - 10:22 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

**Communication Processes in Advertising**

Comm 4800: Fall 2019; WSRH 112; 11:00am- 12:15pm

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Svetlana Kalnova, PhD**

Assistant Professor-in-Residence

Department of Communication

**Phone: (860) 486-0607**

**Email:** svetlana.kalnova@uconn.edu

**Office:** Arjona 222

**Office Hours:** Tue, Thu 12:30pm to 1:30pm, and by appointment

**COURSE DESCRIPTION**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Communication is what makes advertising unique. In this course, you will develop marketing insights by analyzing companies, markets and brands, understanding the psychology of consumer behavior and learning about different kinds of sales promotions. We’ll also focus on advertising regulation and policies, advertising ethics (e.g. advertising to children) and socio-cultural factors in advertising.

You will gain hands on research experience and creative advertising experience by completing a collaborative final project in which you and your teammates will work on creative concept for the new product of your choice.

**TEXTBOOK**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Arens, W. F., Schaefer, D. H., & Weigold, M. F. (2018). *Advertising 3e*. New York, NY: McGaw Hill.

**COURSE COMPONENTS**

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* Midterm: **20%**
* Final : **20%**
* New product analysis: **15%**
* Group Project Creative Proposal: **5%**
* Group Project Presentation: **10%**
* Group Project Final Portfolio: **25%**
* In-Class Participation and Discussion: **5%**
* Total: **100%**

**GRADING**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 94-100 | 90-93 | 87-89 | 83-86 | 80-82 | 78-79 | 72-77 | 70-71 | 68-69 | 62-67 | 60-61 | 0 – 59 |

**ONLINE RESOURCES**

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* Harvard Business Review: https://hbr.org/topic/advertising-marketing-and-public-relations
* AdAge: https://adage.com/
  + Journals (Uconn library database)
* Journal of Advertising (https://www.aaasite.org/)
* Journal of Marketing
* Journal of Consumer Behavior
* Scholarly Professional Organizations
* American Academy of Advertising https://www.aaasite.org/
* International Communication Association http://www.icahdq.org/
* National Communication Association http://www.natcom.org/

**EXPECTATIONS FOR CLASSROOM BEHAVIOR**

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Please respect each other’s opinions and refrain from personal attacks or demeaning comments of any kind. Remember to keep confidential all issues of a personal nature that are discussed in class. You are permitted to use personal electronic devices during class but only for purposes related to the course. Please be aware that you may be distracting other students seated behind you.

**CLASS PARTICIPATION**

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Success in this course depends upon quality participation*,* therefore it’s important for you to be present in class to participate. In addition to course lecture material, important information about how to prepare for major assignments will be communicated during class. If you are not present to learn about how to accomplish an assignment, you are not likely to perform particularly well on that assignment.

If you are unable to attend class due to a documented severe illness or university –sanctioned activity (e.g. scholarly presentations, performing arts, and intercollegiate sports), you must inform me in writing prior to the anticipated absence. If you miss a class, it is your responsibility to obtain any notes or schedule changes covered on a missed day from a fellow student**.**

It is expected that you complete the readings and participate in the HuskyCT discussion on assigned days (post and respond to 2 posts) **prior to class**, which will make your time in class more productive. Your participation grade will be based on the in-class work and online discussions.

**FINAL PROJECT AND PRESENTATION**

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You’ll be working in groups of 4-5 members. You will submit a portfolio with a creative brief and final advertising product and talk about your results in a 10-15-minute presentation. Other options can be discussed based on your interests (e.g. research project). A detailed description of the requirements will be provided in class and on huskyct.

**READING AND WRITTEN ASSIGNMENTS**

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Your participation in class discussions is considered essential in order for you to demonstrate deeper understanding of the material presented. It is critical that you complete the readings and participate in the HuskyCT discussion (post and respond to 2 posts) **prior to class**, which will make your time in class more productive. Your participation grade will be based on the in-class work and online discussions.

**LATE TURN-IN AND MISSED EXAMS POLICY**

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All written assignments must be typed (12-point, double-space, with 1-inch page margins). It is your responsibility to turn in a hard copy of your written assignment and upload a digital copy into SafeAssign (Huskyct) on the day it is due or earlier. All citations should follow APA standards (<https://owl.english.purdue.edu/owl/resource/560/01/>).

One half grade will be taken for each day after the deadline. Planning ahead and turning work in early shows your professionalism. Emergency situations will be dealt with on a case by case level. All make-up assignments and exams that are not completed within one week of the original due date will result in a zero grade for that assignment or exam. Missed work due to hospitalization or illness must be validated via doctor’s note and submitted to me immediately upon return.

**OFFICE HOURS POLICY**

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I will always be available to you during office hours. Nevertheless, due to my teaching schedule I cannot stay past the designated time indicated at the top of the syllabus unless I have an appointment with you. Please e-mail me ahead of time to schedule an appointment. This will maximize the amount of time spent with each student and will prevent multiple students from showing up at the same time.

**ACADEMIC INTEGRITY**

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The Student Conduct code states that: “A fundamental concept of all educational institutions is academic honesty. All academic work depends upon the respect and acknowledgement of the research and ideas of others. Misrepresentation of someone else’s work as one’s own is a most serious offense in any academic setting…A student who knowingly assists another student in committing acts of academic misconduct shall be equally accountable for the violation.” (See [www.community.uconn.edu/student\_code\_appendixa.html](http://www.community.uconn.edu/student_code_appendixa.html) for more information.) Any deliberate violation of academic integrity (e.g., cheating, plagiarism, including but not limited to lacking citations, and/or improper citations (e.g., direct quotes that are cited as paraphrases without a page number and/or quotation marks)), will be dealt with on a case by case basis and will result in one of the following: failing the assignment, failing the class, or being removed from the program

**RELIGIOUS HOLIDAYS**

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I am willing to make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with assignments or required attendance. The following is the University’s official policy for missing work due to religious holidays: “Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work.”

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITES**

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The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you are a student with a disability, who requires reasonable accommodations, please see [www.csd.uconn.edu/](http://www.csd.uconn.edu/) for your responsibilities. Notify me and I will do my best to provide the necessary accommodations at your request.

*Counseling and Mental Health Services:*

486-4705 (after hours: 486-3427) [www.cmhs.uconn.edu](http://www.cmhs.uconn.edu)

*Career Services:*

486-3013 [www.career.uconn.edu](http://www.career.uconn.edu)

*Alcohol and Drug Services:*

486-9431 [www.aod.uconn.edu](http://www.aod.uconn.edu)

*Dean of Students*

486-3426 [www.dos.uconn.edu](http://www.ossa.uconn.edu)

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| --- | --- | --- | --- | --- |
| **TENTATIVE SCHEDULE\*** | | | | |
| Week | | Dates  (Tue, Th) | Topics | Chapters Due | Assignments |
| 1 | | August 27-29 | 🟑 Advertising environment  🟑Personal responsiveness to advertising | 1, 3 | Welcome! ☺  Course Intro |
| 2 | | September 3-5 | 🟑 Market Segmentation  🟑 Product life cycle | 4 | Case study: Promoting a new product |
| 3 | | September 10-12 | 🟑 Consumer Psychology  🟑 Consumer Behavior | 5 | * New product analysis assigned (SWOT, target market research) |
| 4 | | September 17-19 | 🟑 Global marketplace and consumers  🟑 Promoting personal brand |  | * Group workshop on New product analysis |
| 5 | | September 24-26 | 🟑 Integrated marketing communications strategy  🟑Planning and research | 6, 7 | Final project explained |
| 6 | | October 1-3 | 🟑 Advertising Ethics and Regulation | 2 | * Midterm review * **New product analysis due October 3** |
| 7 | | October 8-10 | 🟑 Advertising to children  🟑 Big Food and Tobacco Companies’ Strategies and tactics |  | * **MIDTERM is on Tuesday, October 8** * Group project workshop on creative proposal |
| 8 | | October 15-17 | 🟑 Creating the advertising message | 8, 9 | * **Group project creative proposal due October 15** * Group project workshop on creative brief |
| 9 | | October 22-24 | 🟑 Selecting advertising media  🟑Media planning and buying | 14 | * Group project workshop |
| 10 | | October 29-31 | 🟑 TV and radio advertising | 11 | * Group Project Workshop |
| 11 | | November 5-7 | 🟑 Print  🟑Digital advertising | 10  12 | * Group Project Workshop |
| 12 | | November 12-14 | 🟑 Direct Marketing and Sales Promotion | 13 | * Group Project Workshop |
| 13 | | November 19-21 | 🟑 Out-of-Home Advertising | 13 | * Group Project Presentations |
| 14 | | November 26-28 | THANKSGIVINGBREAK | MC900325606[1] | Happy Thanksgiving! |
| 15 | | December 3-5 |  |  | * + - * Group Project Presentations * Group Project Portfolios due December 3 * Final exam review |
| 16 | | December 10-12 | **FINAL EXAM (TBA)** |  |  |

\*This schedule is subject to change. In addition, I may provide you with more specific information about what material will be covered on which days. You are expected to attend class regularly to be notified of changes.

**2020-133 COMM 4820 Revise Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15832 |
| **Request Proposer** | Stifano |
| **Course Title** | Public Relations |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Public Relations |
| **Course Number** | 4820 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 2 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2500 (formerly 3100) or 2600 (formerly 1300) |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty with this expertise reside at these campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 4820. Public Relations 3.00 credits Prerequisites: COMM 1300, COMM 3000, and COMM 3300; open to juniors or higher. Grading Basis: Graded Practical applications of major theories of communication and mass media to public relations practiced by organizations. Based on readings, student research, and case histories. |
| **Provide proposed title and complete course catalog copy** | 3530. Public Relations 3.00 credits Prerequisites: COMM 2500 (formerly 3100) or 2600 (formerly 1300) Grading Basis: Graded Formerly offered as COMM 4820. Practical applications of major theories of communication and mass media to public relations practiced by organizations. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | No effects. |
| **Please provide a brief description of course goals and learning objectives** | By the end of the course you should have a thorough understanding of public relations and be able to: 1. Survey the landscape of public relations theory, research and practice 2. Understand the functions of public relations in various settings 3. Understand the impact of public relations on society 4. Create and promote public relations campaigns |
| **Describe course assessments** | Participation, Quizzes, Large Team Project |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4820 F19 syllabus Viens.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172907&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cd67e55dc4a4a40e9b98b08d7c910007d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637198942868288644&sdata=QmeNVEGc5I1L5nILKuCsJd0qGfJKL71jd%2FVlJdT6lmk%3D&reserved=0) | 4820 F19 syllabus Viens.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/15/2020 - 10:23 | Submit |  | Approved. | | Communication | Stephen C Stifano | 03/15/2020 - 10:30 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |



**COMM 4820: Public Relations**

**“If I was down to my last dollar, I would spend it on public relations.”   
-Bill Gates**

**Fall 2019**

**MWF 1:25-2:15 pm**

**Room: MONT 419**

**Course Instructor:**

Alyce Viens, Ph.D student in the Department of Communication

Email: [alyce.viens@uconn.edu](mailto:alyce.viens@uconn.edu)

Office: Arjona 244

Office Hours: Tuesday 2-3; Wednesday 2:30-4:30

Office Hours:

I am available other times by appointment. Appointments are highly suggested. Office hours are open-door policy, but those with an appointment will take priority. If you want to meet during office hours, please schedule an appointment using AdvApp ([www.advapp.uconn.edu](http://www.advapp.uconn.edu)). If it is outside of office hours, please send me an email.

Please use me as a resource throughout the duration of the course (or after). **If you are finding that you are struggling in the course, please come see me.** I cannot help if I do not know you are having issues or you are not understanding something. If you have concerns about grades, need to maintain minimum GPAs, etc. the time to talk to me about your progress is not after the course has ended or in the last week of class. **It is your responsibility to take charge of your own education. DO NOT WAIT!**

**Course Description:**

By the end of the course you should have a thorough understanding of public relations  
and be able to:

1. Survey the landscape of public relations theory, research and practice
2. Understand the functions of public relations in various settings
3. Understand the impact of public relations on society
4. Create and promote public relations campaigns

**Course Format:** The course will consist of a variety of methods to learn and master course objectives. There will be lecture-style days, but there will also be days where you will be asked to engage in discussion with your classmates, sometimes as a large class group and sometimes in smaller groups. We will explore multiple examples throughout the course as well as engage in case study analysis. There will be days that we discuss readings, as well as days that are dedicated to your course projects preparation and editing.

What all of this means is that you should be prepared in this course to engage with the material. Our class will be very boring and unsuccessful if you do not engage. I expect that everyone will keep up with readings, and come to class prepared to discuss them. I expect that you will be respectful when your classmates are presenting and offer them feedback that is critical, but helpful. Be prepared that I will also be challenging you and the decisions you make. I am not doing this for the sake of being harsh, but rather to prepare you for tough questions that you could face in the field, ensuring that you have a strong justification to your decisions, and are considering possible contingencies, restrictions, and a range of alternatives.

**Materials Needed:**

**Text:** Theaker, A. & Yaxley, H. (2018). *The public relations strategic toolkit, 2nd edition.*ISBN: 9781138678675 [paperback edition is a much cheaper option]

You must also have access to email and HuskyCT. There will be additional course readings posted on HuskyCT that you are expected to access and read.

Please note that all correspondence must be done through your @uconn.edu email. If it is coming from a personal email, I will not respond. Materials will be posted and assignments will be submitted via HuskyCT. Important announcements pertaining to class will also occasionally be posted. Therefore, it is a good idea to check the course website frequently. I cannot stress enough that you **NEED TO CHECK YOUR EMAIL!** There may be times that I am communicating with the class as a whole, or you individually, and missing the message because you didn’t check your email is not an acceptable excuse. If I reach out to you, I expect a response.

**Remind:**

This a useful tool that I will be utilizing as I have had great feedback in the past from it. It allows you to sign up to get text messages from me for reminders, etc. I will be using to send reminders about the class, class announcements, class cancellations, and miscellaneous course-related items. I will also be sending out practice quiz questions for you to quiz yourself on course content. I will send the question out and you’ll be able to mentally guess what your answer is. Shortly after, I will send out the correct answer for you to check against your own. This will allow you to reinforce course concepts and better prepare you for the quizzes. It is not a course requirement that you sign up your cell phone number, though I highly recommend it. You can also do an email option as well, but again this is not required. The link to sign up to our class is listed below:

Class code: prfall2019

Go to remind.com and sign up and when prompted enter the course code. I will send out a test on the second day of class to ensure that it is working.

**Course Policies:**

**Email:** Please allow 24 hours for a response from me during the week, and 48 hours during the weekend. If you do not receive a response within that window, please try again. If you are emailing with something that is an emergency or otherwise pressing, please indicate as such by setting it as a “high priority” email. I will do my best to respond to high priority emails quickly. That being said, really consider what is an emergency. If your negligence to complete an assignment on time and you are rushing to finish is requiring you to email me, that is probably not the time for a high priority email. I love my job, but also please respect that I do have a life outside of teaching. Please do not be emailing me questions about an assignment due the next day the night before because you were unprepared. Please ensure that you get your questions in before the end of the day (usually by 6 p.m.). I understand an emergency may happen and that you may email me during the night or early morning, and that is okay. However, emailing me at 3:30am with a question about that day’s assignment due in the morning is not. Be responsible, be considerate. If you have sent me an email and not received a response, please send it again or follow up in class with a conversation.

**Grading:** I will be doing my absolute best to get you back your grades in a timely fashion. Once grades are received, there is a 24/7 rule in place. What this means is that once receiving your grade back, there is a 24-hour waiting period before I will discuss the grade. I am happy to discuss after this window and you are welcome to set up an appointment to do so. Once a grade has been posted in HuskyCT, you have 7 days before the grade becomes final. Any grade disputes, or error in posting must be addressed within that period. Therefore, it is vital that you continue to check your HuskyCT gradebooks to make sure that everything is correct.

**Attendance:** Lack of attendance will be reflected in your participation grade (see participation section of syllabus for details). I am not going to chase down students to attend class, you are adults. You make the conscious decision on whether or not you should be attending class. That being said, **there will be no makeups for the following unless prior approval is gained from the University or proper documentation provided: quizzes/tests, presentations, any other specified mandatory days.** If you are going to miss class, I do ask that you be courteous and send me an email to let me know. There may be days I have something planned and if several people are out it could change those plans. Also, if this is occurring on a day in which there is scheduled group work, you are expected to alert your group members of your absence and still be a contributor. If you are missing for athletics, illness, family emergency, please make sure it is verified through the proper channels and that I am made aware. Athletes please make sure you are keeping me up to date with your absences each time they happen before the scheduled absence and as soon as possible.

**Late Work:** There is very little leeway for late work in this class as most of your work is tied into presentations or your client projects. I will accept client project deliverables up to 1 day late with a 50% deduction. This does not include any presentations or meetings with me. Fiasco Friday presentations or any client project presentations will not be accepted late. Your final client project written plan will be accepted up to 1 day late with a 25% point deduction. Quizzes cannot be made up unless prior permission has been received. Note that all group members will receive the late deduction if your client project deliverables are late. Any other assignments may be accepted up to one day late with a 50% point deduction.

**Classroom Etiquette:**

The University of Connecticut does not tolerate harassment. Harassment consists of abusive behavior directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, age, physical or mental disability, including learning disability, mental retardation and past/present history of a mental disorder. All members of the University community are responsible for the maintenance of a social environment in which people are free to work and learn without fear of discrimination and abuse. Since there are topics and examples throughout the course that will include several examples of diversity, please be respectful of others and mindful of this policy.

Please silence all electronic equipment. **Active participation** means everyone should be prepared to join in the conversation each and every class. Active participation also means **actively following the conversation** – and you cannot do this if you are also trying to check Facebook/Twitter/text/Gchat. Laptops and electronic equipment are allowed, but they must be used for active learning and not shopping or socializing. Even if that North Face jacket would look amazing on you, or that basketball game is calling your name, it can wait until the class is over. Phones should be on silent. Be aware that points will be deducted for participation in these regards if you’re paying more attention to your phone or laptop than to class. You are adults, I really should not have to tell you to put your phone away or to pay attention. If a classmate is presenting phones and laptops should be away, no exceptions. Be respectful.

**Class Cancellations:**In the event that class is canceled for any reason I will make you aware of it as soon as possible. **Please make sure you are checking your email and the announcement board.** Unless otherwise stated, assume that any assignments due for that day will still be due.

**Academic Dishonesty:**

* The Student Conduct Code states that “Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism)
* See <http://www.community.uconn.edu/student_code.html>for more information on the University’s student code.
* Plagiarism is the most extreme form of Academic Dishonesty and may result in failing this course and possible removal from the university. Any instance of plagiarism will be reported to the university and could result in failing an assignment, course, or more severe sanctions set in place by the university.
* Plagiarism is defined as presenting another person’s work or ideas as one’s own. Please refer to the plagiarism guide on Husky for more details on plagiarism. If you are unsure on a policy, please ask.
* Papers will be run through SafeAssign software. When in doubt, cite it out. However, you cannot just cite entire blocks of quotes of someone else’s work and call it a paper just because it is cited.

**Accommodations for Disabilities:**

* If you think that you may need accommodations because of a disability, I strongly encourage you to meet with me privately **EARLY** in the term and I will be more than happy to work out a solution.
* Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. Special accommodations cannot be made without having received notification directly from CSD.
* For more information, please go to <http://www.csd.uconn.edu>

*USEFUL PHONE NUMBERS*

* Counseling & Mental Health Services: 486-4705
  + (after hours: 486-3427) [www.cmhs.uconn.edu](http://www.cmhs.uconn.edu)
* Career Services: 486-3013 [www.career.uconn.edu](http://www.career.uconn.edu)
* Alcohol & Other Drug Services: 486-9431 [www.aod.uconn.edu](http://www.aod.uconn.edu)
* Dean of Students Office: 486-3426 [www.dos.uconn.edu](http://www.dos.uconn.edu)

**Participation:**

This is a communication class, and thus requires COMMUNICATION. This class will just not be that exciting if it is just me talking the entire time. My teaching philosophy is one that encourages active participation from YOU. This is YOUR class, I’m just facilitating and guiding it. Participation can come in a variety of forms and I expect that each of you will challenge yourself and make an effort, not just for the grade, but to be engaged in your own learning.

We will be engaging in a self-participation grading system. What this means is that 5 times throughout the semester you will be required to go onto HuskyCT and submit an evaluation of your participation in class from that participation block only. What this means is that you need to earn your participation grades a little more often. Each participation block you will be asked to assign yourself a participation grade from that block, and provide a brief explanation (1-3 sentences) of why that is the grade you think you deserve. What did you do to earn that grade? I expect that you will give yourself an honest assessment. The guidelines below may help you assess where you were at for participation. I will have the final say on the participation grade you receive, but I will ALWAYS take your assessment into serious consideration. I will additionally offer some feedback on areas that you can improve upon. Please note, that you will always receive a participation grade, provided you attended class, but you will receive a **5% deduction** if the self-evaluation is not completed by the due date. **Half of the participation grade will be based upon presence.** This means that you were both there in class and you were actively paying attention and not clearly paying more attention to your laptop, or anything else. **Half of the participation will be based upon your active engagement in class.** Did you contribute to the discussion? When you were in a small group discussion were you actively participating?

Below you will find some ways that your participation in class can be helped or be hurt.

**Helpful Participation**

* Raising your hand in class, providing answers, offering examples, asking questions, etc. This class will have a lot of discussion and I expect that everyone will make an effort to contribute to the knowledge we are building together. Do not make me have to work for it.
* Being actively engaged in class-it should be clear to me that you are paying attention
* Asking questions that you may have before or after class
* Coming to office hours for help that you may need (please note just coming to office hours for no productive reason will not gain you points, do so with a purpose beyond the grade)
* If you see an example of something we talked about in class, i.e. an article, a video, anything that reminds you of class--send it along to me! I might share it with the class
* When activities are happening you are engaged in them and actively getting involved
* When small group discussions are happening you are actually discussing with your group and not letting only other people talk
* Emailing me any thoughts you didn’t get to say in class or that you thought of later
* When we are watching a clip, movie, etc. you are present and paying attention
* Keep side conversations to a minimum, and not be talking when I am giving a lesson or classmates are presenting
* If I do polls in class, I expect that you will be doing them
* Completed readings before class
* Presenting yourself professionally
* ATTENDING CLASS

**Hurtful Participation**

* Not showing up. You can’t participate if you aren’t there, plain and simple. **Please note if you do not attend any classes in the designated participation block, you will not receive any points.**
* Never making an effort to contribute to the conversation
* Sitting and doing nothing during activities or group discussions
* Not paying attention to me or your classmates
* Clearly your attention is elsewhere
* Not prepared for class with work or readings
* Using your phone constantly or doing other things on your laptop
* Falling asleep in class, staring out the window, overall not paying attention
* Making no effort to communicate that you want to be there

Here is a ROUGH idea of participation grades would look like to give yourself a fair evaluation:

90-100 points: Rarely or never misses class, participates in most class discussions, answers poll questions, actively involved in small group discussions, not displaying distracting behaviors or Internet and phone usage. Contributes meaningfully to the course and discussions.

80-89 points: Rarely or never misses class, involved in small group discussions, and contributes to class discussion fairly regularly.

70-79 points: May miss some classes, may be involved in group discussion, but does not contribute to class discussion and displaying some behaviors of not paying attention.

60-69 points: Misses some classes, does not contribute to class discussion, clearly not paying attention, not a regular participator in course content.

59 or less points: Misses several classes, no contributions to discussions or indication of paying attention.

**Grading Breakdown:**

Participation including readings preparations: 15%  
Fiasco Fridays: 10%

Quizzes: 5%

Client Project: 40%

Check In Meeting(s): 5%

Project Participation: 10%

Project Presentation: 10%

\*As you can see, most of your grade in this class is tied into the client project. If you cannot commit to consistency and working in a group, you are going to struggle for a decent grade in this class. In extreme cases of negligence or not participating in group work, you may be required to complete a solo project.

A =93%-100% C+ = 77%-79.9% D- = 60%-62.9%   
A- = 90%-92.9% C= 73%-76.9% F= 0%-59.9%  
B+ = 87%-89.9% C- = 70%-72.9%

B = 83%-86.9% D+ = 64%-69.9%

B- = 80%-82.9% D = 63%-66.9%

**Turning in Work:**

Unless otherwise stated, all work is due at the start of class. Work should be submitted on HuskyCT unless otherwise directed.

**I will not accept any corrupted files, or .pages files. Files must be submitted in an accessible format using either a .doc or .pdf file. If you are using a Mac it is your responsibility to remember to convert the files.**

**Fiasco Fridays:**

On most Fridays of the semester we will be engaging in Fiasco Fridays. This is intended to have us as a class do something a little different, while being exposed to a variety of different PR related incidents. In pairs you will be expected to give one Fiasco Friday presentations (two groups will present per day). In this presentation you as a team are expected to select a crisis that has happened fairly recently in the news (I’d say within the last year) and that is relevant to what we have been talking about in class at that time. This could be a crisis with an organization, celebrity, etc. You cannot repeat a crisis that another group has already chosen. In a 20 minute presentation you as a team are expected to give the class information about the crisis, what caused it to occur, what’s been happening since its occurrence, responses that have been given from both the entity in crisis as well as public response, etc. These two parts should be about 10-13 minutes long. Finally, you are expected to spend the remaining 7-10 minutes of the presentation leading a discussion with your classmates pertaining to the crisis. We will sign up for selected days during the first week of class, and it will be first come first serve on team’s preferred dates. As a team you are required the following:

* Alert me of the crisis you intend to focus on for your presentation at least one week prior to the presentation date (to avoid any overlap)
* Send me the powerpoint and discussion questions that your team intends to use by midnight two days before (Wednesday) your scheduled presentation to be reviewed and approved.

Note that even when you are not presenting you are still expected to attend these presentations. Not attending will be heavily reflected in your participation block.

**Course Schedule:**

Schedule is subject to change.  
***Note: This will be continually updated throughout the semester: please check Husky for latest versions.***

|  |  |  |
| --- | --- | --- |
| **Date** | **Topics Covered** | **Readings (to be completed for following class unless otherwise noted) Due Dates, etc.** |
| M August 26th | Syllabus, Course Policies, Introductions | Book Chapter 1 |
| W August 28th | Defining Public Relations |  |
| F August 30th | Defining Public Relations Continued |  |
| M September 2nd | NO CLASS-Labor Day |  |
| W September 4th | Project Explanations, Establishing Groups and Rules | -Book Chapters 2 & 3 -Group Contract and Preferences due 9/7 |
| F September 6th | Public Relations as a Field | Book Chapter 4 |
| M September 9th | The Profession and Ethics in Public Relations | Read Case Study Materials |
| W September 11th | Ethics Case Study:Facebook versus Google |  |
| F September 13th | Fiasco Friday 1-2 | Book Chapter 7 Participation 1 due by 9/16 |
| M September 16th | Setting Objectives |  |
| W September 18th | Workshop Day-Preparing for Interview | -Interview questions due 9/21 -Interview completed by 10/1 |
| F September 20th | Fiasco Friday 3-4 | Book Chapter 5 |
| M September 23rd | Situational Analysis | Book Chapter 6 |
| W September 25th | Public Psychology |  |
| F September 27th | Fiasco Friday 5-6 |  |
| M September 30th | Tips for Research |  |
| W October 2nd | Workshop Day: Preparing Research | Research Plan due by 10/11 |
| F October 4th | Guest Speaker: Must Attend | Book Chapter 11 & 12 Participation 2 due by 10/7 |
| M October 7th | Brand Management/Media Relations | Reading TBA |
| W October 9th | PR and Facebook |  |
| F October 11th | Fiasco Friday 7-8 | Reading TBA |
| M October 14th | PR and Facebook | Reading TBA |
| W October 16th | PR and Instagram/Snapchat |  |
| F October 18th | Fiasco Friday 9-10 |  |
| M October 21st | PR and Twitter | Reading TBA |
| W October 23rd | Social Media Continued/Wrap Up |  |
| F October 25th | Fiasco Friday 11-12 | Book Chapter 13 Participation 3 due by 10/28 |
| M October 28th | Crisis Communication/Image Restoration | Read Case Study Materials |
| W October 30th | Crisis Case Study |  |
| F November 1st | Fiasco Friday 13-14 |  |
| M November 4th | Workshop Day: Data Analysis and Preparing Your Plans | Book Chapter 8 Group Check In Meeting with Me by 11/15 |
| W November 6th | Strategic Execution |  |
| F November 8th | Fiasco Friday 15-16 | Book Chapter 9 |
| M November 11th | Budgeting and Resourcing | Book TBA |
| W November 13th | Stakeholder Management | Book TBA |
| F November 15th | NO CLASS-NCA | Participation 4 due by 11/18 |
| M November 18th | Stakeholder Management | Book Chapter 10 |
| W November 20th | Evaluation and Monitoring |  |
| F November 22nd | Fiasco Friday 17-18 |  |
| November 24-30 | NO CLASS-Thanksgiving |  |
| M December 2nd | Final Workshop Day |  |
| W December 4th | Presentations 1-2 | *Presentations are subject to change and may begin earlier on 12/2 to accommodate client schedules* |
| F December 6th | Presentations 3-4 |  |
| Finals Week | Presentations 5-7 | Participation 5 due by 12/9 |

September 9th: Add/Drop Ends

October 28th: Last day to withdraw

**2020-134 COMM 4992 Revise Course (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15875 |
| **Request Proposer** | Stifano |
| **Course Title** | Research Practicum |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Research Practicum |
| **Course Number** | 4992 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 1.00-3.00 |
| **Instructional Pattern** | Research Practicum |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Prerequisites: COMM 2000Q |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Junior,Senior |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Additional Prerequisite: At least 12 credits in Communication Courses 2000 level or above. |

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | No |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | S/U |
| **Rationale for S/U Grading** | Practicum consists of participation in research, which cannot be evaluated on a grade scale given the wide variety of tasks that students may engage in. As such, evaluating whether their performance was satisfactory or not is a more accurate method of assessment for this practical work. |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Communication majors reside at these campuses and participate in research as coordinated there. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 4992. Research Practicum in Communication 1.00 - 3.00 credits | May be repeated for a total of 6 credits. Prerequisites: At least 12 units of 2000 level or above Communication Sciences courses which must include COMM 3000; open to juniors or higher. Should be taken during the senior year. Grading Basis: Graded Provides students with an opportunity to participate in a variety of supervised research activities in communication. May be repeated once for credit. |
| **Provide proposed title and complete course catalog copy** | COMM 4982. Research Practicum in Communication 1.00 - 3.00 credits | May be repeated for a total of 6 credits. Prerequisites: At least 12 units of 2000 level or above Communication courses which must include COMM 2000 (formerly 3000); open to juniors or higher. Grading Basis: S/U Graded Provides students with an opportunity to participate in a variety of supervised research activities in communication. May be repeated once for credit. |
| **Reason for the course action** | There's little pedagogical reason to offer this course as graded in nature, and the current structure in which grades were awarded does not feel consistent with the University's standards. As part of our department's curricular overhaul, we've decided the S/U basis is much more germane to the learning ongoing in the course. "82" Number reflects this per new Senate numbering guidelines. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | COMM 4992 is a Research Practicum course designed to give undergraduate students experience in doing communication research. Students act as research assistants, assisting faculty and graduate students in tasks such as doing library work, coding, data analysis, help with running studies, etc. COMM4992 meets formally only once at the beginning of the semester. Faculty and graduate students are invited to attend the first session, to meet potential undergraduate research assistants and to present planned research projects. Credits are given for hours of work completed. 25 hours of work are required for each credit (3 credit maximum per semester). It is recommended that COMM 4992 be taken in the senior year. Prerequisites include the completion of at least 12 hours of upper-level Communication courses which must include COMM 3000Q. |
| **Describe course assessments** | Research Participation as measured by hourly work contracted between students and researchers. 25 hours per credit. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4992 F19 syllabus Kalnova.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172957&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C198a2756896f47b9b8f908d7cad13798%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200872246288300&sdata=uYkbiZ3rgg4OT40Fgta3RnINA0FFcxXOpWOpeZkjVAE%3D&reserved=0) | 4992 F19 syllabus Kalnova.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/17/2020 - 16:41 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/17/2020 - 17:03 | Approve | 3/11/2020 | Approved by COMM Faculty for numbering change to reflect new grading basis 3/11/20. | |

**Research Practicum in Communication**

Communication 4992

Fall 2019

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Svetlana Kalnova, PhD**

Assistant Professor-in-Residence

Department of Communication

**Phone: (860) 486-0607**

**Email:** svetlana.kalnova@uconn.edu

**Office:** Arjona 222

**Office Hours:** Tues 12:30-1:30, Thu 12:30-1:30, and by appointment

**COURSE DESCRIPTION**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

COMM 4992 is a Research Practicum course designed to give undergraduate students experience in doing communication research.  Students act as research assistants, assisting faculty and graduate students in tasks such as doing library work, coding, data analysis, help with running studies, etc.  COMM4992 meets formally only once at the beginning of the semester. Faculty and graduate students are invited to attend the first session, to meet potential undergraduate research assistants and to present planned research projects.  Credits are given for hours of work completed.  25 hours of work are required for each credit (3 credit maximum per semester).  It is recommended that COMM 4992 be taken in the senior year.  Prerequisites include the completion of at least 12 hours of upper-level Communication Sciences courses which must include COMM 3000Q.

**COURSE FORMS AND RESPONSIBILITIES**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

There are two reporting forms: the contract with the working hours summary sheet, and the mid semester evaluation.  All forms are available on huskyct.

Part I of the contract should be filled out and signed in duplicate by both student and supervisor, and each should keep a copy.  This is literally a contract guaranteeing the student that the supervisor will make a certain number of hours available and guaranteeing the supervisor that the student will put in a certain number of hours.  Contracts can be altered by mutual consent by filling in the Addendum and signing both copies at the bottom of Part II. Each contract should not exceed 25 hours.  Although a given supervisor and student may sign more than one contract, multiple contracts should involve different duties.  The goal is to make sure the student is exposed to different research-related duties and does not spend the whole time doing the same thing.

Students will keep track of all working hours and tasks using the summary sheet. Small project tasks (under 10 hours) should also be reported in the summary sheet. Please report the total number of hours at the end of each page and submit the form to huskyct by the **end of your project**.

Mid semester evaluation will be filled out by both student and supervisor. Please scan it and submit it to huskyct by **Tuesday, October 1, 2019 (or when you cover half of your project hours)**.

If the student does not complete the hours contracted for, the supervisor must indicate the number of hours not completed satisfactorily, sign and date it.  These hours will be deducted from those completed by the student.

When the hours are completed satisfactorily, the supervisor should indicate the number of hours completed, and sign Part III of the contract. Hours will be evaluated based on the number of credits the student has been registered for (see below).

**GRADING**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 94-100 | 90-93 | 87-89 | 83-86 | 80-82 | 78-79 | 72-77 | 70-71 | 68-69 | 62-67 | 60-61 | 0 – 59 |

**For 3 credits (Total number of satisfactorily completed hours): A = 75**

**For 2 credits: A = 50**

**For 1 credit: A = 25**

Let me know if you have questions as soon as they arise. Do not wait till the end of the semester! I’ll always be available during my office hours, otherwise contact me by email and we can set up an appointment.

Have a great research experience!

**Items Explained in the Video That May Need Only Minimal Review**

***Drops***

**2020-135 COMM 3400 Drop Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15817 |
| **Request Proposer** | Stifano |
| **Course Title** | Mass Media and Political Process |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Mass Media and Political Process |
| **Course Number** | 3400 |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |

|  |  |
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| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | As part of a substantial restructuring of our undergraduate course offerings, a number of courses with low enrollments and little plan for future scheduling are being dropped to ensure an accurate course catalog. This course is one such course. |
| **Specify effect on other departments and overlap with existing courses** | None anticipated. |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/14/2020 - 13:11 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/14/2020 - 13:18 | Approve | 3/11/2020 | Approved for dropping by COMM Faculty 3/11/20 | |

**2020-136 COMM 4089 Drop Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15818 |
| **Request Proposer** | Stifano |
| **Course Title** | 4089. Introduction to Research Literature in Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | 4089. Introduction to Research Literature in Communication |
| **Course Number** | 4089 |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | As part of a substantial restructuring of our undergraduate course offerings, a number of courses with low enrollments and little plan for future scheduling are being dropped to ensure an accurate course catalog. This course is one such course. |
| **Specify effect on other departments and overlap with existing courses** | No effect. |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/14/2020 - 13:19 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/14/2020 - 13:22 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

**2020-137 COMM 4450W Drop Course (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15819 |
| **Request Proposer** | Stifano |
| **Course Title** | Global Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Global Communication |
| **Course Number** | 4450W |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | No |
| **Environmental Literacy** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | As part of a substantial restructuring of our undergraduate course offerings, a number of courses with low enrollments and little plan for future scheduling are being dropped to ensure an accurate course catalog. This course is one such course. |
| **Specify effect on other departments and overlap with existing courses** | None. |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/14/2020 - 13:23 | Submit |  | Submitted | | Communication | Stephen C Stifano | 03/14/2020 - 13:26 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

**2020-138 COMM 4451W Drop Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15820 |
| **Request Proposer** | Stifano |
| **Course Title** | Media, State, and Society |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Media, State, and Society |
| **Course Number** | 4451W |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |

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| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | No |
| **Environmental Literacy** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | As part of a substantial restructuring of our undergraduate course offerings, a number of courses with low enrollments and little plan for future scheduling are being dropped to ensure an accurate course catalog. This course is one such course. |
| **Specify effect on other departments and overlap with existing courses** | None |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/14/2020 - 13:28 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/14/2020 - 13:29 | Approve | 3/11/2020 | Approved by COMM faculty 3/11/20 | |

**2020-139 COMM 4802 Drop Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15821 |
| **Request Proposer** | Stifano |
| **Course Title** | Cultural and Global Diversity in Advertising |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Cultural and Global Diversity in Advertising |
| **Course Number** | 4802 |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |

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| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| --- |
| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | As part of a substantial restructuring of our undergraduate course offerings, a number of courses with low enrollments and little plan for future scheduling are being dropped to ensure an accurate course catalog. This course is one such course. |
| **Specify effect on other departments and overlap with existing courses** | None |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/14/2020 - 13:34 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/14/2020 - 13:35 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

***Renumbering Only***

**2020-140 COMM 2310/W Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15847 |
| **Request Proposer** | Stifano |
| **Course Title** | Media Literacy and Criticism |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Media Literacy and Criticism |
| **Course Number** | 2310 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** | No |
| **Number of Sections** | 2 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2300 (formerly 3300) or 2600 (formerly 1300); ENGL 1007 or 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty who teach these courses reside at the above campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 2310. Media Literacy and Criticism 3.00 credits Prerequisites: COMM 1000; open to sophomores or higher. Recommended preparation: COMM 1300 or 3400 or 3600. Grading Basis: Graded History, analysis and evaluation of technique, content and aesthetic effect of media messages. Cultural, political, economic, and institutional factors that help define the grammar of popular mass media content; social scientific perspectives addressing how audiences learn to comprehend media content including efforts to promote media literacy. COMM 2310W. Media Literacy and Criticism 3.00 credits Prerequisites: COMM 1000; ENGL 1010 or 1011 or 2011; open to sophomores or higher. Recommended preparation: COMM 1300 or 3400 or 3600. Grading Basis: Graded |
| **Provide proposed title and complete course catalog copy** | COMM 3310. Media Literacy and Criticism 3.00 credits Prerequisites: COMM 2300 (formerly 3300) or 2600 (formerly 1300). Grading Basis: Graded Formerly offered as COMM 2310. History, analysis and evaluation of technique, content and aesthetic effect of media messages. Cultural, political, economic, and institutional factors that help popular mass media content; social scientific perspectives addressing how audiences learn to comprehend media content including efforts to promote media literacy. COMM 3310W. Media Literacy and Criticism 3.00 credits Prerequisites: COMM 2300 (formerly 3300) or 2600 (formerly 1300); ENGL 1007 or 1010 or 1011 or 2011. Grading Basis: Graded |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Course Objectives: This class addresses the history, analysis, and evaluation of technique, content, and aesthetic effect of media messages. Material for this course will be presented through lecture, discussion and readings. We will draw from past as well as current media to learn about and evaluate media messages. Students are expected to complete the required reading each week and be able to intelligently engage in classroom discussions covering the assigned topics. |
| **Describe course assessments** | W: Paper, Quizzes, Exams, Media Reflections Non-W: Quizzes, Exams, Media Reflections, Workshop Assignments |
| **General Education Goals** | GEOC Goals: Consistent with W courses in the Department of Communication, this course connects its primary subject matter intimately to writing by allowing students to investigate extant literature in this area of the discipline, synthesize the literature through the development of a paper, and participate in the review and revision process to refine their ideas. Students completing the W version of this course will better be able to articulate knowledge of this particular subject matter through their writing, which can also serve as strong preparation for graduate work in the discipline. GEOC-W: No changes have been made to the structure of this course, merely the numbering and pre-requisites. |
| **Writing Competency** | This course provides a course paper as an assignment requiring students to review the literature on Media Literacy and provide at least 8 references, cited in proper APA format. Students will work through a Topic and Abstract (due Week 3), followed by a Paper Outline and Reference List (due between weeks 6 and 8), then a First Draft (due week 11), and ultimately a Final Submission (due during finals week). Extensive guidelines are provided for this writing assignment, including clear language that failure of the writing components of the course would constitute failure of the class. GEOC-W: No changes have been made to the structure of this course, merely the numbering and pre-requisites. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [2310W-004 F19 syllabus Guest.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172928&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C6d0e3d687ef44af7de9708d7ca72011d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200463303701314&sdata=SRsrppOL4iuBxVaDL5FUo8db%2BFP93J8omSYFsLKalNU%3D&reserved=0) | 2310W-004 F19 syllabus Guest.pdf | Syllabus | | [COMM 2310 – Media Literacy and Criticism-CCC.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172929&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C6d0e3d687ef44af7de9708d7ca72011d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200463303711308&sdata=rlHtCheZQkjfpFUXOkuyS2Cr1uBC3PesRLq24qD6Px0%3D&reserved=0) | COMM 2310 – Media Literacy and Criticism-CCC.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/15/2020 - 19:14 | Submit |  | Submitted; both W and (prospective) non-W versions of syllabi attached. | | Communication | Stephen C Stifano | 03/15/2020 - 19:39 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

COMM 3310W – Media Literacy and Criticism

**Required Materials:**

• Croteau, D. & Hoynes, W. (2019). Media/Society. Sixth Edition. Thousand Oaks, CA:

Sage. ISBN: 978-1506315331

• Access to Microsoft Word

**Course Objectives:**

This class addresses the history, analysis, and evaluation of technique, content, and

aesthetic effect of media messages. Material for this course will be presented through

lecture, discussion and readings. We will draw from past as well as current media to learn

about and evaluate media messages. Students are expected to complete the required

reading each week and be able to intelligently engage in classroom discussions covering

the assigned topics.

Additionally, students must have access to HuskyCT. The course syllabus, articles and links

to suggested articles, and websites of interest will be posted on HuskyCT as well as

important classroom announcements and any schedule changes. Comprehension of the

course material will be evaluated through class assignments and participation, written

assignments, and quizzes.

**Course Grading:**

Course Assignments

*Total – 1000 points*

Weekly Online Quizzes (12) 200

Exams (4) 400

Workshop Assignments (4) 400

Media Reflections (2) 200

Grading Scale:

Final grades for this course will be determined using the following grading scale:

A = 930 – 1000 A- = 900 – 929

B+ = 870 – 899 B = 830 – 869 B- = 800 – 829

C+ = 770 – 799 C = 730 – 769 C- = 700 – 729

D+ = 670 – 699 D = 630 – 669 D- = 600 – 629

F = Below 600 points

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Assignment Descriptions:

**• Weekly Online Quizzes – 200 points**

Each week, you will be responsible for taking one quiz that is relevant to content in the book and covered in class during a given week. Quizzes will open each on Sunday night at 11:59 pm (midnight) and will close on Friday at 11:59 pm (midnight). You have one hour to complete each quiz. The instructor will not reopen quizzes after the due date.

12 quizzes will be posted throughout the semester. Each quiz will have 10 questions and will be worth 20 points. 12 quizzes x 10 points = 240 points. Therefore, up to 40 points of extra credit can be earned from these quizzes.

**• In-class Exams – 200 points**

Four exams will be given throughout the semester. Each exam will be worth 100 points and consist of 25 multiple choice questions. Questions will come from chapters covered in class and from online quizzes.

* **Workshop Assignments –200 points**

Four workshops will be held throughout the semester to work on skills in different areas of writing and content. An assignment, relevant with each workshop, will accompany the workshop day. Each workshop assignment is worth 50 points.

These assignments will be introduced during class time, and will likely be submitted during class time. However, if students wish to take additional time to complete their workshop assignment, they can submit it by 11:59 pm on the workshop day on HuskyCT.

Attendance on workshop days is pivotal, as you will likely be working with the instructor and with classmates; this collaboration will play a role in the workshop assignment you submit. If you know you will be absent for a workshop day, notify the instructor BEFORE class time. Absences from workshop days with no notification will result in a 0 for the workshop assignment.

• **Media Reflections – 200 points**

o Two media reflections will be assigned through the semester, each worth 50 points. You will give a 1 – 2 page synthesis of any media material you encounter over the semester that may not be the focus of your overall research project. More information will be provided as assigned.

**Turning in Assignments:**

While some assignments will be submitted in class, most assignments will be online. There will be a designated location on HuskyCT for you to submit each assignment. For all required writing assignments, please submit via HuskyCT in the designated location with the following formatting:

• Microsoft Word format file attached

• Double spaced

• 12-point Times New Roman font

Additionally, we will utilize the ‘Add comment’ feature on HuskyCT when submitting writing assignments. These will give you the opportunity to give me any pertinent information about your assignment (i.e., areas to focus on to help you improve your writing, your own thoughts on your work).

**Classroom Conduct:**

You are expected to show respect for your classmates and your instructor at all times.

Please treat other people the way you would want to be treated. This includes being

punctual, being attentive in class, encouraging each other, and refraining from any rude or

distracting behavior.

In addition, cell phones and other devices must be turned to silent and put away before

class begins. Understand that I will impose appropriate penalties if such behaviors are

flagrantly or routinely exhibited. It is disrespectful to me and to your classmates if you are

texting, etc. during class.

Proper classroom behavior also involves showing respect for views other than your own. It

is acceptable to disagree with a speaker and to question his/her arguments, but this MUST

be done respectfully.

Immature behavior will not be tolerated, period. Please review the examples below.

• Activities that distract students and the instructor from normal classroom procedures,

such as talking, eating, texting, sleeping, etc.

• Packing up to leave before class is over.

• Working, emailing, social media use, messaging, or other forms of computer use.

• Texting or using cell phone applications.

• Leaving cell phones and other devices on or answering them during class.

Arrangements can be made if there is an emergency and you receive permission

from the instructor.

• Arriving late and leaving early. If you anticipate an instance where this becomes an

issue, please let me know in advance.

• Racist, sexist, homophobic, or otherwise offensive comments.

Additionally, all questions/concerns regarding exam, quiz and assignment grades should be

done within one week after the grade is posted. Please understand, grades will not be

altered after they are posted unless there are extenuating circumstances (i.e., error in

calculation). The instructor will provide feedback to help students improve for future

assignments.

**Technology Policy:**

Technology (i.e., laptops, tablets, cell phones, etc.) should be put away during class time.

Some class days you will receive specific instructions to bring in technology that will allow

you to work on online assignments. However, if those instructions are not explicitly given, it

is expected that technology will be put away. Please speak to the instructor if there is an

extenuating circumstance that will require you to have your technology in class.

**Attendance:**

Students are expected to arrive on time for scheduled class sessions. Powerpoints and

slides from class WILL NOT be posted online. Any missed work should be obtained from a

classmate.

There are NO makeup times for the exams or assignments, unless approved by the University. If an extreme circumstance arises (i.e., hospitalization), please contact me as soon as possible. Since assignments are turned in online, missing class for any reason is not an

excuse for missing a deadline.

**Late Work Policy:**

All assignments will receive a 10% deduction for each calendar day past the deadline. For

example, if you hand in your paper on Wednesday and it was due Monday, your grade will

automatically be reduced by 20%. If you feel like you are having difficulty in the class or have a concern about your progress, please contact the instructor as soon as possible.

**Academic Integrity:**

The student conduct code states that “a fundamental tenet of all education institutions is

academic honesty. Academic work depends upon respect for and acknowledgement of

the research and ideas of others. Misrepresenting someone else’s work as one’s own

is a serious offense in any academic setting and it will not be condoned.” It further states

that, “a student who knowingly assists another student in committing an act of academic

misconduct shall be equally accountable for the violation.”

For more information on the university’s student code, see FAQs at

https://community.uconn.edu/academic-misconduct/student-undergraduate-faq/

This course will use anti-plagiarism software to compare your work to the work of previous

students as well as to any information posted on the Internet and on academic search

engines. By submitting assignments, you are agreeing to allow the instructor use this

software. If there is evidence of academic misconduct, you will receive an F in the course

and a note in your permanent academic record. Any student with a question about

academic integrity or plagiarism is strongly encouraged to discuss it with the

Instructor.

**Students with Disabilities:**

If you are a student with a disability, who requires reasonable accommodations, please see

http://www.csd.uconn.edu/ for your responsibilities. Notify your instructor as soon as

possible and I will do my best to provide the necessary accommodations at your request

**Sources of Assistance:**

The University of Connecticut offers several resources to the student in need. Here are

some useful services available to you:

**• Counseling and Mental Health Services:**

• 860-486-4705

• https://counseling.uconn.edu

**• Student Health Services**

• 860-486-4700

• http://shs.uconn.edu

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**• Career Services**

• 860-486-3013

• www.career.uconn.edu

**• Alcohol and Other Drug Services**

• 860-486-9431

• www.aod.uconn.edu

**• Dean of Students Office**

• 860-486-3426

• www.dos.uconn.edu

**• UConn Sexual Violence, Relationship Violence, and Stalking Awareness**

• https://titleix.uconn.edu

**• UConn Equity, Diversity, Equal Employment, and Affirmative Action**

• 860-486-2943

• https://equity.uconn.edu

**Policy Against Discrimination, Harassment, and Related Interpersonal Violence:**

The University is committed to maintaining an environment free of discrimination or

discriminatory harassment directed toward any person or group within its community

- students, employees, or visitors. Academic and professional excellence can flourish only

when each member of our community is assured an atmosphere of mutual respect. All

members of the University community are responsible for the maintenance of an

academic and work environment in which people are free to learn and work without fear

of discrimination or discriminatory harassment. In addition, inappropriate amorous

relationships can undermine the University’s mission when those in positions of authority

abuse or appear to abuse their authority.

To that end, and in accordance with federal and state law, the University prohibits

discrimination and discriminatory harassment, as well as inappropriate amorous

relationships, and such behavior will be met with appropriate disciplinary action, up to and

including dismissal from the University. Additionally, to protect the campus community, all

non-confidential University employees (including faculty) are required to report sexual

assaults, intimate partner violence, and/or stalking involving a student that they witness or

are told about to the Office of Institutional Equity. The University takes all reports with the

utmost seriousness. Please be aware that while the information you provide will remain

private, it will not be confidential and will be shared with University officials who can help.

More information is available at equity.uconn.edu and titleix.uconn.edu

**Statement on Absences from Class Due to Religious Observances and Extra-**

**Curricular Activities**: Faculty and instructors are strongly encouraged to make reasonable

accommodations in response to student requests to complete work missed by absence

resulting from religious observances or participation in extra-curricular activities that enrich

their experience, support their scholarly development, and benefit the university community.

Examples include participation in scholarly presentations, performing arts, and

intercollegiate sports, when the participation is at the request of, or coordinated by, a

University official. Such accommodations should be made in ways that do not dilute or

preclude the requirements or learning outcomes for the course. Students anticipating such a

conflict should inform their instructor in writing within the first three weeks of the semester,

and prior to the anticipated absence, and should take the initiative to work out with the

instructor a schedule for making up missed work. For conflicts with final examinations,

students should contact the Office of the Dean of Students. Faculty and instructors are also

encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA)

requests student progress reports. This will enable the counselors to give our students

appropriate advice.

**Tentative Course Schedule**

The instructor reserves the right to change this schedule as necessary and will notify the

class of these changes if they occur. Unless otherwise indicated, all due dates are Friday by

11:59 pm

Week 1: Introduction

Monday 8/26 Introductions, Course Overview

Wednesday 8/28 Chapter 1

Friday 8/30 Chapter 2,

Week 2: Economics of

Media Industry

Monday 9/2 No class – Labor Day!

Wednesday 9/4 Chapter 3

Friday 9/6 Chapter 3 cont., Introduce Media

Reflection

Quiz #2

Week 3: Media Influence

Monday 9/9 Chapter 9

Wednesday 9/11 Chapter 9 cont., Introduce

Proposal Assignment

Friday 9/13 Pre-writing and Brainstorming Quiz #3

Media Reflection #1

Week 4: APA Citations

Monday 9/16 APA Citations

Wednesday 9/18 Outlining, Review for Exam #1

Friday 9/20 Exam #1 (Week 1 – 3) Proposal

Week 5: Media in

Organizations

Monday 9/23 Chapter 5

Wednesday 9/25 Chapter 5 cont.

Friday 9/27 Peer Review Workshop Quiz #4 and Quiz #5

Workshop Assignment

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Week 6: Academic

Writing and Research

Monday 9/30 Academic Research/Finding

Scholarly Sources, Introduce

Intro, Outline, References Draft

Wednesday 10/2 APA Writing Style

Friday 10/4 APA Workshop Quiz #6 and Quiz #7

Workshop Assignment

Week 7: Media and Ideology

Monday 10/7 Chapter 6

Wednesday 10/9 Chapter 6 cont., Review for

Exam #2

Friday 10/11 Exam #2 (Week 4 – 6)

Week 8: Summarizing

Academic Literature

Monday 10/14 Writing Literature Reviews,

Introduce Literature Review

Wednesday 10/16 Academic Writing and

Connecting Ideas

Friday 10/18 Literature Review Workshop Quiz #8

Workshop Assignment

Week 9: Social Inequality

and Media

Monday 10/21 Chapter 7

Wednesday 10/23 Chapter 7 cont.

Friday 10/25 Written Criticism Quiz #9

Literature Review Draft

Week 10: Audiences &Creators Modern Media

Continue to next page

Monday 10/28 Chapter 8, Introduce Analysis

Draft Assignment

Wednesday 10/30 Chapter 8 cont., Review for

Exam #3

Friday 11/1 Exam #3 (Week 7 – 9) Media Reflection #2

Week 11: Political Media

Monday 11/4 Chapter 4

Wednesday 11/6 Chapter 4 cont.

Friday 11/8 Procrastination & Writer’s Block Quiz #10

Analysis Draft

Week 12: Future of Media

Monday 11/11 Chapter 10

Wednesday 11/13 Chapter 10 cont.

Friday 11/15 Peer Review Workshop Quiz #11

Workshop Assignment

Week 13: Editing and Presenting Research

Monday 11/18 Introductions and Conclusions

Wednesday 11/20 Presenting Research, Introduce

Presentation Assignment

Friday 11/22 Catch up, Review for Exam #4 Quiz #12

Final Paper Draft

Week 14 Happy Thanksgiving Break!

Week 15: Wrap-up

Monday 12/2 Presentations

Wednesday 12/4 Presentations

Friday 12/6 Exam #4 (Week 10 – 13)

Week 16: Finals Week \*Final Paper due

Tuesday, December 10

by 11:59 pm\*

**2020-141 COMM 2940 Revise Course (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15816 |
| **Request Proposer** | Stifano |
| **Course Title** | Fundamentals of Digital Production |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Fundamentals of Digital Production |
| **Course Number** | 2700 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 2-3 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and Group Activities |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 1000 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | COMM 4710 (formerly 4940), 4720 (formerly 4941) |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty availability at these campuses make the course possible at the campuses selected. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 2940. Fundamentals of Digital Production 3.00 credits Prerequisites: COMM 1000. Not open for credit to students who have passed COMM 4941 Grading Basis: Graded Fundamentals associated with the production of digital video, audio, and images to communicate with various audiences. Students rotate through various roles of pre-production, production, and post-production processes in the creation of multimedia projects. |
| **Provide proposed title and complete course catalog copy** | COMM 2700. Fundamentals of Digital Production 3.00 credits Prerequisites: COMM 1000. Not open for credit to students who have passed COMM 4710 (formerly COMM 4940) or COMM 4720 (formerly COMM 4941) Grading Basis: Graded Formerly offered as COMM 2940. Fundamentals associated with the production of digital video, audio, and images to communicate with various audiences. Students rotate through various roles of pre-production, production, and post-production processes in the creation of multimedia projects. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | None; this course serves communication majors and teaches a communication-focused approach to multimedia and storytelling. |
| **Please provide a brief description of course goals and learning objectives** | Course Objectives Upon completion of this course, you should be able to: • Understand and utilize the basics of digital still photography, digital video, and digital audio. • Utilize natural lighting and artificial lighting to augment the composition of still and moving digital images. • Navigate the important steps of pre-production, scripting, and storyboarding in planning for both fiction and non-fiction video projects, placing emphasis on the communicative goals and audience for a given project. • Manage a digital workflow from capturing content through editing, finishing, and uploading to the Internet. • Utilize digital image editing and non-linear editing software to complete still and video projects. • Work successfully with others on a production team to create an effective digital work within the technological and logistical constraints of a given situation. |
| **Describe course assessments** | One exam, production-based assignments related to fundamental production skills, creative multimedia projects. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [2940 F19 syllabus SaraStifano.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172873&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb913b72bfd294e534e6708d7cb4c556f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637201401030573742&sdata=DXDdD%2FRUV6srmeYi9k9bs2Ep4AU%2BgomSKS%2BTn4ly8jU%3D&reserved=0) | 2940 F19 syllabus SaraStifano.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/14/2020 - 12:57 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/14/2020 - 13:09 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

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**COMM 2940: FUNDAMENTALS OF DIGITAL PRODUCTION**

**Fall, 2019 Office: Arjona 232**

**Instructor: Dr. Sara Stifano Office Hours: T/Th 12:30-1:45 p.m**

**Email: sara.stifano@uconn.edu T 5-5:30 p.m.**

**Schedule all appts. via email**

**Course Description**

With the growth of social media and technology, the ability to create high-caliber digital content is a major asset to students and aspiring professionals. While it is increasingly easy for anyone to create content with current technologies, doing so successfully still requires skill, understanding, and a firm grasp of the communicative goals of a given project. To that end, this course provides an overview of the theory and technique behind successful digital production. This course will fuse practical training with theoretical understanding while also considering the nuances of tailoring production works to diverse audiences, managing a digital workflow, and developing a project from initial creative ideas through the fine-tuning of post-production. Throughout, we will consistently connect these skills with the communicative function of digital media. This course will provide you with a foundation from which you can build your own digital production projects, in both your college and professional endeavors.

**Course Objectives**

Upon completion of this course, you should be able to:

* Understand and utilize the basics of digital still photography, digital video, and digital audio.
* Utilize natural lighting and artificial lighting to augment the composition of still and moving digital images.
* Navigate the important steps of pre-production, scripting, and storyboarding in planning for both fiction and non-fiction video projects, placing emphasis on the communicative goals and audience for a given project.
* Manage a digital workflow from capturing content through editing, finishing, and uploading to the Internet.
* Utilize digital image editing and non-linear editing software to complete still and video projects.
* Work successfully with others on a production team to create an effective digital work within the technological and logistical constraints of a given situation.

**Required Materials**

**1) Adobe Premiere Pro License (with student discount)**:  In lieu of a textbook, we encourage you to purchase a monthly subscription to Adobe Premiere Pro to complete your project.  You should check that your personal computer has the technical capacity to run Premiere Pro before purchasing.  A discounted license is now available for UConn students at [https://software.uconn.edu/adobe-products-students/](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsoftware.uconn.edu%2Fadobe-products-students%2F&data=02%7C01%7Csara.stifano%40uconn.edu%7Cc8c095fadac848beb34908d729cee379%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637023840865756216&sdata=yYuLaynlMghkIG1Rt%2FKI7ahVxzfVYhuqvlIHdCQV%2BFo%3D&reserved=0)

***Important Note:  If you do not purchase an Adobe license, the University Computer labs, including those in the Babbidge Library, are equipped with the complete creative suite.  You WILL need to use the program to complete this course.***

Be sure to verify that your machine will be able to run the software before purchasing the license!

**2) Readings/Multimedia links to be assigned via HuskyCT**. Materials will include tutorials AND digital content to help you improve your production skills.

**COURSE ALIGNMENT & LEARNING OBJECTIVES**

**Courses in the multimedia production sequence serve the program’s broader learning objective across four different levels of learning: Understanding, Competency, Proficiency, and Mastery.** Specific course lessons and assignments are geared toward meeting these objectives.

Here’s how COMM 2940 helps to fulfill these program-based learning objectives.

|  |  |  |
| --- | --- | --- |
| ***Program-based Learning Objectives*** | | **COMM 2940**  ***Fundamentals of Digital Production*** |
| **1.1** Relate the practice of multimedia production to the broader field of communication. | | **Understanding** |
| **1.2** Conceptualize both fiction and non-fiction multimedia projects to achieve various situational goals | | **Competency** |
| **1.3** Develop digital layouts and graphics that demonstrate effective principles of design. | | **Competency** |
| **1.4** Navigate the important steps of pre-production, scripting, and storyboarding in planning fiction and non-fiction video projects, placing emphasis on communicative goals and audience for a given project. | | **Competency** |
| **1.5** Execute and Manage the components of a video production, including: | | |
| **1.5.1** Cinematography | **Competency** |
| **1.5.2** Lighting | **Competency** |
| **1.5.3** Sound & Digital Audio | **Understanding** |
| **1.5.4** On-Camera Performances | **Competency** |
| **1.5.5** Interviewing | **Competency** |
| **1.5.6** Supplementary Footage (B-roll) | **Competency** |
| **1.6** Manage a digital workflow in post-production, including: | | |
| **1.6.1** Capturing, logging, and backing up digital content | **Proficiency** |
| **1.6.2** Nonlinear Editing | **Competency** |
| **1.6.3** Finishing work (sound sweetening, color correction and visual filters, titling, and soundtrack.) | **Understanding** |
| **1.6.4** Uploading a completed project to the internet. | **Proficiency** |
| **1.7** Work successfully with others on a production team to create an effective digital work within the technological and logistical constraints of a given situation. | | **Proficiency** |

**CERTIFICATE IN MULTIMEDIA PRODUCTION**

The Department of Communication offers a certificate in multimedia production.  The certificate recognizes students who have performed well in at least four courses in the production sequence at the time of graduation.  Students who complete the certificate in multimedia production can add the certificate to their accomplishments on their resume and professional materials. Certificate holders are listed, by graduating year, on the department web site. Your instructor can provide more information upon request.

**Criteria for earning the certificate:**

* Completion of four courses in multimedia production (COMM 2940, COMM 4940, COMM 4941, COMM 4340, and/or COMM 4999 with an approved independent study focused on multimedia production).
* A minimum grade of B- or above in *each* completed course.
* Completing the application for the certificate prior to graduation.

**COURSE BREAKDOWN**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **Item** | **Points** | **Description** | **TRACK YOUR SCORES** | |
| **SKILL ASSIGNMENTS (400 TOTAL POINTS)** | | | | | |
| These assignments are designed to develop your skills as a digital content creator early in the semester. Each small assignment covers a fundamental aspect of multimedia production, concluding with a complete rendition of a dramatic scene. These assignments will prepare you to create your own multimedia projects in the latter part of the course and beyond. | **Photography** | **50  (5.0%)** | Effective focus, composition, and exposure across five photographs that share a theme. | |  |
| **Digital Layout** | **50  (5.0%)** | Employ key principles of design to redevelop a poorly done digital flyer. | |  |
| **Cinematography** | **100  (10%)** | Compose and record ten different camera shots for film, accounting for lighting, composition, & depth of field. | |  |
| **Video Editing** | **100 (10%)** | Take the script for a scene and a collection of shots and audio, and assemble it the best way you see fit. | |  |
| **Scene Mirror** | **100  (10%)** | With a team, pick an iconic scene and imitate each aspect of it as best you can. | |  |
| **SHORT FILMS (400 TOTAL POINTS)** | | | | | |
| Our course will conclude with the production of two short films – one documentary and one narrative. For both of these films, you will work with a team to tell a story in a simple, compelling way that reaches your target audience. | **Documentary Short** | **200  (20%)** | A nonfiction film focused on a topic of your choosing where you’ll use your skills and tools to tell the story in the most compelling possible way. | |  |
| **Narrative Short** | **200  (20%)** | A fictional film where you’ll write a short story screenplay and then shoot and edit it to best reach your audience. | |  |
| **ASSESSMENTS (200 TOTAL POINTS)** | | | | | |
| Two assessments will be used to show your understanding of material and ability to work in a production context. | **Midterm Exam** | **150 (15%)** | Covers concepts related to the fundamentals of production and storytelling. | |  |
| **Professionalism** | **50  (5%)** | Reflects your ability to be courteous, timely, organized, and an active participant in our course. | |  |
| **:90 FILM EXTRA CREDIT ASSIGNMENT (Optional)** | | **40** | Bonus assignment to create a (very) short narrative or documentary film. | |  |
| ***Total Points:*** | | **1000** | **YOUR TOTAL:** | |  |

**COURSE GRADING SCALE**  
  
LETTER POINTS PERCENT  
 **A**   =  940-1000 (94.0 – 100%)  
 **A-**   =  900-939 (90.0 – 93.9%)  
 **B+**   =  870-899 (87.0 – 89.9%)  
  **B** =  840-869 (84.0 – 86.9%)  
 **B-** =  800-839 (80.0 – 83.9%)   
 **C+** =  770-799 (77.0 – 79.9%)   
 **C** =  740-769 (74.0 – 76.9%)  
 **C-** =  700-739 (70.0 – 73.9%)  
 **D+** =  670-699 (67.0 – 69.9%)  
  **D** =  640-669 (64.0 – 66.9%)  
 **D-** =  600-639 (60.0 – 63.9%)  
  **F** =  000-599 (0.00 – 59.9%)

NOTES:

1. Any fraction of a point will be rounded UP to the next whole point (e.g. 728.3 = 729).
   1. Note that this refers only to a single *point*, 1/1000th of the total course value.
2. 600 points is the minimum threshold for passing the course. No student scoring less than 600 points will pass the course. There are no exceptions.
3. This grade scale is final and absolute. You MUST score the minimum amount of points to earn a given letter grade – close does not count.

**ASSIGNMENTS & COURSE COMPONENTS:**

**SKILL ASSIGNMENTS:   
Photography Project (50 points; 5%)**: You will create, edit, and display five still images, using the principles of exposure, depth of field, lighting, and composition that we learn in class. This project will help to inform your later work with moving images. We’ll use this project to discuss visual communication and how images can evoke certain narratives and emotions.

**Digital Layout Project (50 points; 5%)**: This project will test your knowledge of image design and layout. We will select existing design projects that are lacking in some significant way, you will critique them based on our course material, and then you will replace them with more effective versions, explaining why your version is superior. This project will help you to fuse the concepts of imagery with proper design fundamentals.

**Cinematography Project (100 points; 10%)**: In this project you will frame and film subjects across a variety of important and often-used camera shots. You will take ten camera shots, spanning traditional documentary and narrative setups, and be graded on focus, composition, and appropriateness of the angle and camera movement.

**Nonlinear Editing Project (100 points; 10%)**: Nonlinear editing is a key skill for any multimedia creator. In this project, you will be given an excerpt from a script and an assortment of footage that was shot to fulfill this script, and challenged to edit it together in a way that makes a coherent, smooth, visually-appealing final piece. In the process you will learn about shot selection, choosing takes, cutting on action, and editing for visual rhythm.

**Scene Mirror Project (100 points; 10%)**: So many things influence how a work of film communicates with an audience that it can be easy to overlook them all. In this assignment, you will work with a small production team of 4-5 students to try to recreate the aesthetic and emotional feel of an iconic film scene. Specific instructions will be provided in class, but our goal is to replicate something that’s already been done in an exciting way – and appreciate all the hard work that goes into the cinematic images we often take for granted.

**EXAMS:  
Midterm Exam (150 points; 15%)**: This course will have a midterm, intended to reflect the theoretical content of the course and ensure that you are up to speed with the course material from the skill-building units. Exam may include multiple-choice, true/false, matching, and/or short-answer questions.

**SHORT FILMS:  
Documentary Short Project (200 points; 20%)**: This project will challenge you to tell a real-world story in a brief, compelling way. You will utilize some of the documentary conventions discussed in class, and shed light on a nonfiction subject with a brief (2-6 minute) short film.

**Final Film Project (200 Points; 20%):** The final project challenges you to work with a larger team to conceptualize, write, shoot, edit, and distribute (online) a full short film, using the principles you’ve learned in the course. The expectation is that your final project will be a product you can bring with you going forward to demonstrate your skills in digital production. More details will be provided in class.

**ADDITIONAL GRADED COMPONENTS:  
Professionalism (50 Points; 5%):** Filmmakers and content creators generally work in fast-paced environments and must deliver their work on-time and professionally, while remaining engaged in the entire process. A significant percentage of your course grade stems from your contributions to in-class discussions and participation in our class activities and assignments. These points are not merely “Participation” points, though – to earn your professionalism grade, you must conduct yourself as a professional in this course. This means attending and actively contributing to class regularly, submitting assignments on time, using equipment properly and returning it by the deadline, staying actively engaged with your groups on team assignments, and behaving like a professional through all actions and communications within the course. Students who best fit the prior description will earn the majority of these professionalism points. Do not expect a high participation grade for a bare-minimum or substandard effort.  
  
**\*90-second Short Film (Optional Extra Credit, worth a maximum of 40 points):** You will have an opportunity to improve your grade in the course by creating your own 90-second short film. Your instructor will provide additional details about this extra credit opportunity during the semester, including specifications and due dates. Note that the film will not be *graded*, but assessed for its story, creativity, effort, and adherence to the production principles taught in this course. Extra credit points will then be awarded, up to a maximum of 40, for the submission. No student should *expect* all 40 points for a submission.

**COURSE POLICIES:**

**Equipment Rental:** The Department of Communication houses a number of digital SLR cameras, tripods, and card-based sound recorders. This equipment can (and should) be used to aid the development of your production projects. In order to rent equipment, you must complete the Rental Agreement form which covers the department’s rental policies and expectations. Equipment may not always be readily available due to high demand, though every effort will be made to ensure that students can access equipment when needed.

**ADOBE Creative Cloud Software:** College students have discounted access to the ADOBE Creative Cloud software package, which includes Adobe Photoshop (for image editing) and Adobe Premiere (for video editing,) among other useful applications. Purchasing student access to the Creative Cloud is recommended for this course (see course materials), but the software can also be accessed through the computer labs in the Babbidge Library. These software platforms should be used for creative projects – they are powerful applications that are much more in-line with the tools used by professional firms than those readily available on desktop computers (such as iMovie).

**Civility:** This course will be conducted as an adult seminar, and as such all obvious considerations regarding civility, lateness, and use of cell phones and internet devices should be observed. Having said that, I will not make an active effort to enforce or ‘police’ such policies during our course meetings – those uncivil and discourteous to our course environment will see reductions in their participation grades.

**Exams**: All exams must be taken at their designated date and time. Any student missing an exam without a prior, pre-approved excuse will not be allowed to make up the exam and will be given a grade of zero. Students who foresee potential scheduling/personal/medical problems that would prevent them from taking the exam on time should notify me *in advance*. When in doubt, consult me first.

**Work:** All work is to be completed and submitted on time at the specified due date. ***No late work will be accepted*** for the course without prior notification and approval. Exceptional circumstances will be handled on a case-by-case basis, and students in these circumstances must notify me *as soon as possible*. In short: submit your work on time, or you will most likely score 0% on the assignment. Remember, failing to complete work by the deadline in a production environment is often grounds for losing one’s job. Additionally, I reserve the right to alter or replace any of the assignments in the syllabus at a later time if deemed in the best interest of the course.

Your work on course projects *must*be your own.  Soliciting outside help with camera, lighting, sound, and editing from other people without proper crediting AND clearance from your instructor is unacceptable.  If you are working on a project that necessitates the help of other people outside your project team, you MUST clear it with your instructor first, and then credit those outsiders with the specific work they did on the project.  Failure to do this may result in a reduction in grade, all the way down to 0% in extreme cases.  Remember, the purpose of this course is to develop your skills in multimedia production, not rely on others to do the work for you.

**Academic Honesty:** Cheating and plagiarism will not be tolerated in ANY capacity in this course. Please be aware that these offenses are serious and can result in long-term academic consequences even beyond the failure of this course. Any student who knowingly assists or enables another student in an act of cheating or plagiarism is equally culpable for the penalties associated with academic dishonesty. All cases of cheating and plagiarism are subject to the rules stated in the UCONN Student Code of Conduct.

**Students with Disabilities:** Any student with a documented disability should contact me as early in the semester as possible to arrange accommodations. Students with disabilities should be in touch with the Disability Services for Students office (874-2098) as a part of this process.

**COURSE SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** | **DAY** | **TOPICS** | **REVIEW** | **ASSIGNMENTS DUE** |
| **PART ONE: MULTIMEDIA TOOLS AND PRACTICES** | | | | |
| 1 | Tues 8/27 | Course Overview; Communicating Through Digital Media | Syllabus |  |
|  | Thurs 8/29 | (1) The Still Image: Fundamentals of **Photography** |  |  |
| 2 | Tues 9/3 | (2) **Lighting** for Photography and Cinematography | |  |
|  | Thurs 9/5 | (3)Principles of **Layout and Design** |  |  |
| 3 | Tues 9/10 | (3)Principles of **Layout and Design** (cont.) |  | **Photography (50)** |
|  | Thurs 9/12 | *In Class*: Digital Layout Skills Assignment |  | **Digital Layout (50)** |
| 4 | Tues 9/17 | (4) **Cinematography**: Angles, Movement, Framings |  |  |
|  | Thurs 9/19 | *In Class: Capturing Classic Shots for Film & TV.* |  |  |
| 5 | Tues 9/24 | (5) **Digital Audio** – Capturing Clean Live Sound |  |  |
|  | Thurs 9/26 | *In Class: Recording Conversations and Interviews* |  | **Cinematography (100)** |
| 6 | Tues 10/1 | (6) Nonlinear **Video** **Editing**: A unique Language |  |  |
|  | Thurs 10/3 | (6.2) Editing: Practical Work |  |  |
| 7 | Tues 10/8 | (7) **Directing and Shooting the Scene**: Logistics vs. Vision |  |  |
|  | Thurs 10/10 | (8) **Anatomy of a Scene**: Learning through Imitation |  | **Video Editing (100)** |
| 8 | Tues 10/15 | *In Class: Scene Mirror Project Work* |  |  |
|  | Thurs 10/17 | (9) **Storytelling** and **Narrative Structure** |  |  |
| 9 | Tues 10/22 | **MIDTERM EXAM**: Content from Units 1-9. |  | **Midterm Exam (150)** |
|  | Thurs 10/24 | Scene Mirror Project Viewing; Overview of Doc. Project. |  | **Scene Mirror (100)** |
| **PART TWO: CREATING YOUR OWN SHORT FILMS** | | | | |
| 10 | Tues 10/29 | (10) **Documentary Film** Overview |  |  |
|  | Thurs10/31 | (11) **Interviewing** |  |  |
| 11 | Tues 11/5 | (12) **Documentary Visuals** & B-Roll |  |  |
|  | Thurs 11/7 | (13) **Editing for Documentary;** Documentary Project Work |  |  |
| 12 | Tues 11/12 | Documentary Project Viewing |  | **Documentary Film (200)** |
|  | Thurs 11/14 | **NO CLASS – NCA CONFERENCE** |  |  |
| 13 | Tues 11/19 | (14) **Narrative Film** Overview |  |  |
|  | Thurs11/21 | (15) **Directing Actors** |  |  |
| **11/25-29 Thanksgiving Break** | | | | |
| 14 | Mon 12/3 | (16) **Editing and Finishing for Narrative** Films |  |  |
|  | Wed 12/5 | In-Class Narrative Work |  |  |
| 15 | 12/10-16 | Final Exam Period: Narrative Project Viewing. Date/Time TBA | | **Narrative Film (200)** |

This schedule is subject to change; all changes will be announced in-class or via HuskyCT/email. In the event of a snow day or other emergency, changes and adjustments will be announced promptly.

**2020-142 COMM 3000Q Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15811 |
| **Request Proposer** | Stifano |
| **Course Title** | Research Methods in Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Research Methods in Communication |
| **Course Number** | 3000Q |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | Q |
| **Environmental Literacy** | No |
| **Number of Sections** | 5 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 1000. |
| **Corequisites** | None |
| **Recommended Preparation** | A mathematics course. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty limitations mean this course cannot be offered at all branch campuses, but will run regularly at Stamford/Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 3000Q Research Methods in Communication Prerequisites: COMM 1000. Recommended preparation: A mathematics course. The scientific approach as it specifically applies to communication. |
| **Provide proposed title and complete course catalog copy** | COMM 2000Q Research Methods in Communication Prerequisites: COMM 1000. Recommended preparation: A mathematics course. The scientific approach as it specifically applies to communication. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | No effect. |
| **Please provide a brief description of course goals and learning objectives** | By the time this course is complete, you should be able to: • Relate the role of research to the broader field of communication. • Understand the function of quantitative research designs in understanding and interpreting human communication. • Evaluate scientific research in terms of measurement, design, sampling technique, method, and analysis. • Explain the major issues in research design – including concerns of reliability and validity, sampling techniques, and significance testing – and how these issues impact our ability to draw conclusions from quantitative communication research. • Conduct a basic scientific research project, including proper hypotheses, research design, method of data analysis, and ultimate conclusions. • Determine when to conduct a Chi Square, Independent Samples T-Test, or Pearson Correlation to test a specific hypothesis, and then be able to carry out this analysis with a limited data set. • Explain some of the ethical concerns associated with human subjects research. |
| **Describe course assessments** | Exams, Problem Sets, and Assignments. |
| **General Education Goals** | This course functions as the Department's Q offering, providing perspective on quantitative research and data analysis that enhances students' information literacy skills. For GEOC: This change merely changes the course number from 3000Q to 2000Q to better match our curricular aims and the level of instruction; it does not fundamentally change any aspect of the course you've previously approved and regularly review for alignment purposes. |
| **Quantitative Competency** | Students complete problem sets where they demonstrate an understanding of inferential and descriptive statistics and the fundamentals of hypothesis testing. Students use formulas to calculate these statistics with the aid of a calculator, and then evaluate the results to determine whether or not they indicate support for a given hypothesis. The course final exam also has a quantitative component that provides students with data and prompts them to interpret the data using the statistics taught in the course. Throughout, practice problems and workshops reinforce the lecture content teaching these statistical practices. For GEOC: This change merely changes the course number from 3000Q to 2000Q to better match our curricular aims and the level of instruction; it does not fundamentally change any aspect of the course you've previously approved and regularly review for alignment purposes. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus - COMM 3000Q - Sum19 (1).pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172867&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf3d2f9156872422290aa08d7cb50d9df%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637201420441601199&sdata=wAgNmdxz5GoBAjiqptA23KEuAF6fbX9ZZPbdTnVu9zs%3D&reserved=0) | Syllabus - COMM 3000Q - Sum19 (1).pdf | Syllabus | | [ProblemSet3.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172868&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf3d2f9156872422290aa08d7cb50d9df%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637201420441601199&sdata=2aj7im5jO7hoioPLV8U2h%2B2w4FS3dSMboM531ACbGZ0%3D&reserved=0) | ProblemSet3.pdf | Other | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/14/2020 - 11:26 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/14/2020 - 11:49 | Approve | 3/11/2020 | Approved by COMM 3/11/20. | |

**2020-143 COMM 3100 Revise Course (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15814 |
| **Request Proposer** | Stifano |
| **Course Title** | Persuasion |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Persuasion |
| **Course Number** | 3100 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 3 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 1000 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford,Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty availability at these campuses make the course possible at the campuses selected. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 3100. Persuasion 3.00 credits Prerequisites: COMM 1000 Grading Basis: Graded Introduction to theories of attitude formation, change and reinforcement. Research is used to evaluate past and present models of persuasion. |
| **Provide proposed title and complete course catalog copy** | COMM 2500. Persuasion 3.00 credits Prerequisites: COMM 1000 Grading Basis: Graded Introduction to theories of attitude formation, change and reinforcement. Research is used to evaluate past and present models of persuasion. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Employers demand strong persuasive skills. This course will prepare you for the future by helping you to understand how persuasion functions, to improve your knowledge of ways to maximize your own persuasive efforts, and to increase your ability to resist influence attempts by others. This course has been designed to introduce students to the diverse nature of persuasion research, extracting useful generalizations from the social influence literature, and illustrating connections between research studies and real-life situations. |
| **Describe course assessments** | Exams, Group Project, Presentation, and Readings |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [3100-004 F19 syllabus Kalnova.doc](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172871&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cff0a87fe84474249a15508d7cb4f324d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637201413323716474&sdata=RjIrd7aj2FfB9LFsc%2FvLgJMjIWeb%2FO7dS2TxlOqP0XY%3D&reserved=0) | 3100-004 F19 syllabus Kalnova.doc | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/14/2020 - 12:22 | Submit |  | Submitted | | Communication | Stephen C Stifano | 03/14/2020 - 12:39 | Approve | 3/11/2020 | Approved by department faculty 3/11/20 | |

##### *COMM 3100\_004: Persuasion*

##### *Fall 2019*

|  |  |  |
| --- | --- | --- |
|  | |  |
| **Instructor: Dr. Svetlana S. Kalnova** | **Office Location: Arjona 222 (ARJ)** | | |
| **Phone: (860)486-0607** | **Office Hours: Tue, Th 12:30-1:30 pm,** | | | |
| [**svetlana.kalnova@uconn.edu**](mailto:svetlana.kalnova@uconn.edu) | **and by appointment** | | | |
|  |  | | | |

### Course OBJECTIVES:

### *Employers demand strong persuasive skills. This course will prepare you for the future by helping you to understand how persuasion functions, to improve your knowledge of ways to maximize your own persuasive efforts, and to increase your ability to resist influence attempts by others. This course has been designed to introduce students to the diverse nature of persuasion research, extracting useful generalizations from the social influence literature, and illustrating connections between research studies and real-life situations.*

### Required Materials:

* **Gass, R.H., & Seiter, J.S. (2018). *Persuasion, social influence, and compliance gaining (6th edition).* New York: Routledge.**
* An **I>clicker 2** is required for this course and can be purchased at the UConn Co-op Bookstore. You must register your i>clicker2 in Huskyct within the first two weeks of classes. For more information on i>clicker 2 go to the Digital Learning Center ([clickers.uconn.edu](https://cetl.uconn.edu/educational-technologies/clickers/) ).
* Additional material will be distributed in class, or made available on Huskyct ([huskyct.uconn.edu](https://huskyct.uconn.edu/)).

***Course Policies:***

* ***Examinations****:* There will be two midterms and one final exam. The format is multiple-choice and short-answer questions. No early or late exams will be offered. The final exam will NOT be cumulative. Make-up exams will be permitted only for the most serious emergencies with a documented excuse. The total of two best exam scores out of three will count towards your final grade.
* If you have a conflict with your final exam time (i.e., bunched finals, religious obligation, legal/medical appointments…) you must visit the Dean of Students Office to discuss the possibility of rescheduling this final.
* ***Group Project and Presentation:***Groups should consist of 4-5 members. Each group will submit a typed report on their project followed by an in-class presentation and a poster for the Student Showcase event (TBA). A detailed description of the requirements will be provided on Huskyct.
* ***Written Assignments***:All written assignments must be typed (12-point, double-space, with 1-inch page margins). It is your responsibility to turn in a hard copy of your written assignment and upload a digital copy into SafeAssign (Huskyct) on the day it is due or earlier. All citations should follow APA standards (<https://owl.english.purdue.edu/owl/resource/560/01/>). One half grade will be taken for each day after the deadline. Planning ahead and turning work in early shows your professionalism. Emergency situations will be dealt with on a case by case level. All make-up assignments and exams that are not completed within one week of the original due date will result in a zero grade for that assignment or exam.
* ***Class participation***:Success in this course depends upon quality participation*,* therefore it’s important for you to be present in class to participate. In addition to course lecture material, important information about how to prepare for major assignments will be communicated during class. If you are not present to learn about how to accomplish an assignment, you are not likely to perform particularly well on that assignment.Your participation grade will be based on how significant a contribution you make to the in-class activities, online and in-class discussions.
* Starting from week 2, please bring your i>clicker2 to class to engage in active learning and to receive credit for your participation. If you are unable to attend class due to a documented severe illness or university –sanctioned activity (e.g. scholarly presentations, performing arts, and intercollegiate sports), you must inform me in writing prior to the anticipated absence. If you miss a class, it is your responsibility to obtain any notes or schedule changes covered on a missed day from a fellow student. It is important to be in class during Group project workshops (see the weekly schedule) and during Group project presentations.
* ***Grading***:This is an upper level course and to succeed you should perform and produce work of the highest quality. If you are having any issues or concerns about the material, your grade or the course in general, let me know as soon as any concerns arise. I am here to help, please e-mail or/and come to see me (see office hours policy below).

Midterm 1 – 45 points

Midterm 2 – 45 points

Final Exam – 45 points

Group Project – 40 points

Group Presentation and Poster - 35 points

I>clicker2 and class participation – 15 points

Written Assignments - 20 points (10 points each)

Total - 200 points

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | **A-** | **B+** | **B** | **B-** | **C+** | **C** | **C-** | **D+** | **D** | **D-** | **F** |
| 94-100 | 90-93 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 67-69 | 63-66 | 60-62 | <60 |

* ***Office Hours Policy.*** I will always be available to you during office hours. Nevertheless, due to my teaching schedule I cannot stay past the designated time indicated at the top of the syllabus unless I have an appointment with you. Please e-mail me ahead of time to schedule an appointment. This will maximize the amount of time spent with each student and will prevent multiple students from showing up at the same time.
* ***Academic Integrity***:

The Student Conduct code states that: “A fundamental concept of all educational institutions is academic honesty. All academic work depends upon the respect and acknowledgement of the research and ideas of others. Misrepresentation of someone else’s work as one’s own is a most serious offense in any academic setting…A student who knowingly assists another student in committing acts of academic misconduct shall be equally accountable for the violation.”

(See [www.community.uconn.edu/student\_code\_appendixa.html](http://www.community.uconn.edu/student_code_appendixa.html) for more information.)

Any deliberate violation of academic integrity (e.g., cheating, including but not limited to using clickers to get points for an absent student, plagiarism, including but not limited to lacking citations, and/or improper citations (e.g., direct quotes that are cited as paraphrases without a page number and/or quotation marks)), will be dealt with on a case by case basis and will result in one of the following: failing the assignment, failing the class, or being removed from the program.

* ***Religious holidays:***

I am willing to make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with assignments or required attendance. The following is the University’s official policy for missing work due to religious holidays: “Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work.”

* ***Accommodations for Disabilities:*** If you are a student with a disability, who requires reasonable accommodations, please see [www.csd.uconn.edu/](http://www.csd.uconn.edu/) for your responsibilities. Notify me and I will do my best to provide the necessary accommodations at your request.

*Counseling and Mental Health Services:*

486-4705 (after hours: 486-3427) [www.cmhs.uconn.edu](http://www.cmhs.uconn.edu)

*Career Services:*

486-3013 [www.career.uconn.edu](http://www.career.uconn.edu)

*Alcohol and Drug Services:*

486-9431 [www.aod.uconn.edu](http://www.aod.uconn.edu)

*Dean of Students Office*

486-3426 [www.dos.uconn.edu](https://dos.uconn.edu/)

***COMM 3100 Fall 2019 Weekly Schedule\****

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Dates  (Tu, Th) | Topics | Chapters Due | Assignments |
| 1 | August 27-29 | 🟑 Why Study Persuasion?  🟑 Dual Process Models | 1, 2 | Welcome! ☺ Course Intro |
| 2 | September 3-5 | 🟑 Attitudes and how to measure them  (TRA, TPB) | 3 | New iclicker2 users must register their iclicker2 on huskyct |
| 3 | September 10-12 | 🟑Consistency  (Cognitive Dissonance, Reactance | 3 | **Written Assignment 1 Assigned (huskyct)** |
| 4 | September 17-19 | 🟑 Credibility | 4 | **Group Project Assigned**  *🟑* Midterm 1 review |
| 5 | September 24-26 | 🟑 **MIDTERM 1**  🟑 Communicator Characteristics | 5 | **Midterm 1 is on Tuesday, September 24**  Bring your Written Assignment draft Sept 26 for peer feedback;  APA activity in class  **Groups Assigned** |
| 6 | October 1-3 | 🟑 Conformity and Influence in Groups  🟑 Language and Persuasion | 6  7 | **Written Assignment Due Oct 1 (in class and on SafeAssign)** |
| 7 | October 8-10 | 🟑 Nonverbal Influence | 8 | **Group Project Workshop**  **Proposal (draft in class) Oct 17** |
| 8 | October 15-17 | 🟑 Motivational Appeals | 13 | *🟑* Midterm 2 review |
| 9 | October 22-24 | 🟑Compliance gaining | 10 | **MIDTERM 2 is on Tuesday, October 22.** |
| 10 | October 29-31 | 🟑 Sequential Persuasion  🟑 The Ethics of Persuasion(self study) | 11  16 | **Written Assignment 2 Assigned (huskyct)**  **Group Project Workshop Oct 31** |
| 11 | November 5-7 | 🟑 Structuring and Ordering Persuasive Messages | 9 | **Group Project Workshop** |
| 12 | November 12-14 | 🟑 Deception | 12 | **Written Assignment 2 Due November 12 (in class and on SafeAssign)**  **Group Project Workshop** |
| 13 | November 19-21 |  |  | 🟑 Group Project Presentations |
| 14 | November 26-28 | THANKSGIVINGBREAK | MC900325606[1] | Happy Thanksgiving! |
| 15 | December 3-5 |  |  | **All Group Projects Due Tuesday, December 3**  Student Showcase posters due TBA  🟑Final Exam Review-Bring questions  🟑Group Project Presentations  🟑Evaluations |
| 16 | December 10-12 | **FINAL EXAM (TBA)** |  |  |

\*This schedule is subject to change. In addition, I may provide you with more specific information about what material will be covered on which days. You are expected to attend class regularly to be notified of changes.

**2020-144 COMM 3200 Revise Course (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15812 |
| **Request Proposer** | Stifano |
| **Course Title** | Interpersonal Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Interpersonal Communication |
| **Course Number** | 3200 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 2 |
| **Number of Students per Section** | 120/40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture. |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | 1000. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | COMM 4200 or 4222 |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford,Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty availability at these campuses make the course possible at the campuses selected. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 3200 Interpersonal Communication Prerequisites: COMM 1000. Not open for credit to students who have passed COMM 4200 or 4222. An introduction, analysis and critique of recent theories of interpersonal communication. Topics include person perception, theories of communication management, and the structural analysis of face to face communication behavior. |
| **Provide proposed title and complete course catalog copy** | COMM 2200 Interpersonal Communication Prerequisites: COMM 1000. Not open for credit to students who have passed COMM 3222 (formerly COMM 4222) or 4200. Formerly offered as COMM 3200. An introduction, analysis and critique of recent theories of interpersonal communication. Topics include person perception, theories of communication management, and the structural analysis of face to face communication behavior. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | No effects. |
| **Please provide a brief description of course goals and learning objectives** | Upon successful completion of the course, students should be able to: 1. Understand theories and concepts of interpersonal communication and differentiate them from other related terms and domains of communication. 2. Distinguish the various approaches to studying interpersonal communication. 3. Discuss, differentiate, and apply the major theories of relational development and maintenance in both face-to-face and mediated contexts. 4. Understand the changing nature of communication in relationships as a result of media and technology. 5. Showcase their in-depth understanding of a concept or theory in interpersonal communication through the successful completion of a relationship analysis and final group project. |
| **Describe course assessments** | Exams, Papers, and Discussion Participation Activities. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [3200 F19 syllabus SaraStifano.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172869&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ca32bb61295e3488bbd9a08d7cb506233%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637201418414221006&sdata=dHiArBUdNgmfNvqOqUQ0z%2ByKG9F4HNFKMoFoIFf8GYc%3D&reserved=0) | 3200 F19 syllabus SaraStifano.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/14/2020 - 11:49 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/14/2020 - 12:07 | Approve | 3/11/2020 | Approved by COMM Faculty. | |

**Comm 3200 – Interpersonal Communication**

**Fall 2019**

**Section o01, T/Th 9:30-10:45 a.m., Arjona 143**

Professor: Dr. Sara Stifano Office: Arjona 232

Email: sara.stifano@uconn.edu Office hours: T/Th, 12:30-1:45 p.m.,

T 5-5:30 p.m.,

schedule all appts. via email

Graduate Asst.: Ryan Allred Office: Arjona 246

Email: ryan.allred@uconn.edu Office hours: T/Th 11 a.m.-12:30 p.m., schedule all appts. through AdvApp

Required Materials:

Guerrero, L. K., Andersen, P. A., & Afifi, W. A. (2018). *Close Encounters:*

*Communication in Relationships* (5th Ed.). Thousand Oaks, CA: Sage.

iClicker 2 (available at bookstore) or REEF Polling (mobile app requiring subscription)

UConn email and HuskyCT access

*All students are expected to read this document in its entirety. Lack of awareness of course policies and procedures is not a justification for failing to follow them.*

**Course Information**

COURSE OVERVIEW

This course is an introduction to research and theories in the field of interpersonal communication. The primary goal of this course is to learn about the process of interpersonal communication and apply what you learn to your own interpersonal relationships.

COURSE OBJECTIVES

Upon successful completion of the course, students should be able to:

1. Understand theories and concepts of interpersonal communication and differentiate

them from other related terms and domains of communication.

2. Distinguish the various approaches to studying interpersonal communication.

3. Discuss, differentiate, and apply the major theories of relational development

and maintenance in both face-to-face and mediated contexts.

4. Understand the changing nature of communication in relationships as a result of

media and technology.

5. Showcase their in-depth understanding of a concept or theory in interpersonal

communication through the successful completion of a relationship analysis and final

group project.

ASSESSMENT OVERVIEW

This is an upper level course and you are expected to perform well and produce work of the highest quality. Keep up with the material and see the instructor or the GA early on if you have any questions. Your grade for this course will come from a variety of sources: exams, discussion activities, class participation, and a final project. *No assignments will be accepted late without a grade deduction, and some items cannot be made up or submitted after the deadline.*

Exam 1 = 100 points

Exam 2 = 100 points

Exam 3 = 200 points

*The And* Analysis = 60 points

Discussion Activities = 50 points

Participation (iClicker) = 30 points

Sketch Comedy Assignment = 200 points

Final project evaluation = 10 points

**Total = 750 points**

GRADE EQUIVALENTS

|  |  |
| --- | --- |
| 694+ A | 544-573 C |
| 672-693 A- | 522-543 C- |
| 649-671 B+ | 499-521 D+ |
| 619-648 B | 469-498 D |
| 597-618 B- | 447-468 D- |
| 574-596 C+ | 0-446 F |

It will help you to understand your grades and evaluation on exams and assignments to remember that an A is not average, but a C is. *And a C means that you have simply met the minimum requirements for a particular assignment.* The grade descriptions I abide by are as follows:

A = outstanding work that is superior and demonstrates an in-depth

understanding of the skills and material that far surpasses the minimum requirements and expectations of a student in the class.

B = above average work that demonstrates an understanding of the skills and

material that exceeds the minimum requirements and expectations for an assignment.

C = average work that illustrates that the student has met the minimum

requirements and expectations for an assignment.

D = below average work in which the student does not mean the minimum

expectations and requirements for an assignment.

F = below average work in which little or no effort seems to have been expended.

COURSE FORMAT

This course consists of lectures and discussion. The lectures are designed to promote dialogue on issues addressed in assigned readings, as well as to provide additional information beyond what is included in the textbook.

The course will include both lectures and interactive class discussions on the reading materials and their real world application. All students are expected to participate in class discussions.

**Course Policies**

EXPECTATIONS

**Attendance and participation are required and classes begin *on time*.** Readings are assigned on a weekly basis and should be completed for their assigned days.

The course policies outlined in this document will not be amended without appropriate documentation. Please note that vacations, previously purchased tickets or reservations, weather, job interviews, social events, meetings with your advisor or other instructors, misreading the schedule, and other excuses are not viable reasons for missing class or assignments (including exams, quizzes, activities, etc.). In the case of an emergency (e.g. death of a family member) or serious personal illnesses, you should be *proactive* in contacting the instructors about any missed work. If you choose to put other obligations ahead of your course work, please recognize that you will have to deal with the appropriate penalties.

This syllabus is a contract between you, the student, and me, the instructor. It is just as important for me to abide by these guidelines to maintain fairness among all students, as it is for you. Please understand that no exceptions will be made for any student in terms of the course policies that follow.

LATE WORK

Any work that is turned in after a designated deadline will be considered late. Any assignment that is late will be penalized. There will be a 10% grade reduction per 24 hours an assignment is late (including weekends), up to 48 hours. If an assignment is more than 48 hours late, it will not receive credit.

Exams can only be made up with proper documentation in extenuating circumstances. If you are sick or hospitalized, be prepared to provide a note signed and dated by a physician. If you are participating in a university-sponsored event, documentation should be provided at the beginning of the semester, but you are also responsible for contacting the instructors in advance of the missed exam. All exams must be made up within 72 hours of the missed exam, and should be scheduled with the GA.

Discussion activities and iClicker participation points cannot be made up under any circumstances.

EMAIL POLICY

All emails should be sent to BOTH the instructor and the GA, but your first point of contact should be the GA. In other words, if you have questions about an assignment, grading, course policies, etc., you should email the GA and copy me on that email with the expectation that the response will come from the GA. Additionally, ***all emails MUST be sent from your UConn email address***. If you send an email from any other personal account, we will delete the email and we will not respond. This is to protect your identity and your privacy.

The best way to contact us outside of class is via email. We will almost always respond within 24 hours during the week, but please allow 48 hours for a response on the weekends. Please remember that email communication should be conducted in a professional manner. Emails should begin with a greeting that directly addresses the recipient, end with an appropriate salutation, and use correct grammar and professional language.

Please also note that sending emails later in the evening (e.g. after 6 p.m.) will likely not receive a response until the following day. If your matter requires immediate attention, we recommend that you reach out during regular business hours (M-F, 9 a.m.-5 p.m.).

OFFICE HOURS AND APPOINTMENTS

The GA should be your first point of contact for meetings, especially those about assignments, exams, and grading. Please schedule all meetings with the GA through the AdvApp system: advapp.uconn.edu.

I am also happy to meet with any student wishing to schedule an appointment, which you will need to do via email. Due to the nature of the courses I am teaching this semester, as well as the number of students, I do require that any student wishing to meet with me set up an appointment to do so. Without an appointment, I cannot guarantee that I will be available to meet, or that I will be available for an extended period of time. All appointments will be scheduled in 15-minute intervals; if you wish to meet for longer than 15 minutes, please specify that in your request, but note that I cannot guarantee availability.

Students who cannot meet during the specified office hours should inquire about alternate times in accordance with their availability. Please note that there are certain days the instructor or the GA will not be available, so it is in your best interest to schedule an appointment during office hours.

All student meetings will take place in my office or the GA’s office unless otherwise specified. If you schedule a meeting, we expect you to keep that appointment. In the event that you no longer need to meet, please let us know so that we can make that time slot available to other students. Please arrive on time for your scheduled appointment to ensure availability. *If you are more than 5 minutes late for a scheduled appointment, that meeting will be canceled.*

GRADE DISPUTES

If you have any issues or questions regarding grades on exams or assignments, please feel free to speak to me or to the GA. We do require that you email to set up an appointment, preferably during weekly office hours, to do so, as we *will not* discuss grades via email. You have **one week** from the date a grade is received to see the GA or me about grading issues before the grade received becomes final.

Please note that the GA will be grading all of the assignments for this class. If you have questions about grading, you should make an appointment with the GA before contacting me.

All grades (on both assignments and exams) will be posted on HuskyCT. For exams, the GA will keep the actual exam; you may schedule an appointment with the GA via email to review your exam if you choose.  No grade disputes will be considered after the deadline.

**Grade disputes WILL NOT be considered the week before final grades are due unless the dispute concerns an assignment or grade that was posted within the previous 7 days. There are no exceptions to this policy.** By enrolling in this course, you acknowledge and agree that grades that are not disputed within one week of being posted are FINAL and will not be changed.

Additionally, at the end of the semester it can be tempting for students to reach out to the professor or graduate teaching assistant and ask for a boost to a higher final grade.  Please note our universal policy on this:  All grades for the course are final.  They will not be reconsidered regardless of how close to a higher final grade a student may be.  It is unfair to other students to do so.  Additionally, begging for, pleading for, or providing special excuses for the instructor/GA to give you a better grade than you statistically earned is actually in violation of the University’s code of conduct and what’s expected from students in terms of ethical behavior.  Please do not send emails or schedule meetings merely to beg for more points – we can’t ethically give them to you, and you can’t ethically ask for them, according to the policies set forth by this university.

## ACADEMIC HONESTY

The Student Conduct Code states that "A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned." It further states that, "A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation." See <https://community.uconn.edu/academic-misconduct/> for more information on the University's academic misconduct policy and procedure.

Plagiarism is the most extreme form of Academic Dishonesty and will result in failing this course and possible removal from the university. Plagiarism is defined as presenting another person's work or ideas as one's own.

CLASS BEHAVIOR

All that I really expect is general regard and respect for the intructors and the students in the class. I am sure you all are familiar with appropriate classroom behaviors, but if there are any questions, I invite you to refer to the Student Code of Conduct: <http://community.uconn.edu/the-student-code-preamble/>. The university expects students to refrain from “Disruptive behavior, which is defined as participating in or inciting others to participate in the disruption or obstruction of any University activity, including, but not limited to: teaching, research, events, administration, student conduct proceedings, the living/learning environment, or other University activities, on or off-campus; or of other non-University activities when the conduct occurs on University premises; or of the living environment, on or off-campus.” Specifically, classroom disruption might entail any behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of class. Some examples of such behaviors from which you should refrain are:

* activities that distract students and the instructor from normal classroom procedures, such as talking, sleeping, unnecessary electronic use, etc.
* packing up to leave before class is over.
* arriving late and leaving early.
* leaving cell phones and other devices on or answering them during class. Arrangements can be made if there is an emergency.
* racist, sexist, homophobic, transphobic, or otherwise offensive comments.

Understand that I will impose appropriate penalties if such behaviors are flagrantly or routinely exhibited.

Please note that the University of Connecticut does not tolerate harassment. Harassment consists of abusive behavior directed toward an individual or group because of race, color, ethnicity, religion, age, sex, national origin, ancestry, sexual orientation, genetic information, physical or mental disability (including learning disability, intellectual disability, and past/present history of a mental disorder), veteran’s status, prior conviction of a crime, gender identity or expression, or membership in any other protected classes as set forth in state or federal law. All members of the University community are responsible for the maintenance of a social environment in which people are free to work and learn without fear of discrimination and abuse.

Please also be respectful of the diverse opinions and experiences of your fellow classmates. If at any point you feel uncomfortable with the course material or the behavior of other students, please contact me.

UNIVERSITY POLICIES & PROCEDURES

*(http://provost.uconn.edu/syllabi-references/)*

Students are responsible for familiarizing themselves with all policies of the University of Connecticut (http://policy.uconn.edu/). Those policies can be found in the following places:

Attendance and Absences from Final Examinations

http://catalog.uconn.edu/academic-regulations/grade-information/#exam-absence

People with Disabilities, Policy Statement

http://policy.uconn.edu/2011/05/24/people-with-disabilities-policy-statement/

# Policy Against Discrimination, Harassment, and Related Interpersonal Violence

<http://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/>

The Student Code

http://community.uconn.edu/the-student-code-preamble/

**Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities**

<http://provost.uconn.edu/syllabi-references/>

**Policy Against Discrimination, Harassment and Related Interpersonal Violence**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity.  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at [equity.uconn.edu](http://equity.uconn.edu) and [titleix.uconn.edu](http://titleix.uconn.edu).

ACCOMMODATIONS FOR DISABILITIES

If you are a student with a disability and would like to discuss special academic accommodations, please contact me during the first week of the semester. Also, please contact the Center for Students with Disabilities to document your accommodations. **We cannot make any special accommodations if you have not met with CSD.**

Additionally, we recognize that some students require accommodations from the CSD that may require flexibility on certain course policies (such as due dates for assignments, or absences from class).  We will work hard to meet these accommodations, but it is your responsibility to discuss these accommodations with me as soon as possible, and to contact me about any missed work as soon as you can return to class and complete work.  Waiting until the end of the semester to revisit missed assignments is unacceptable – please do your part to stay in communication with us about any outstanding work that falls under your accommodations immediately when you are able to, as this is the only way that we can guarantee you an opportunity to complete missed work and/or makeup assignments.

STUDENT ATHLETES

If you are a UConn Student-Athlete, it is your responsibility to notify the GA and me of ANY and ALL absences from class that would require you to miss graded in-class assignments and exams.  Merely counting on the travel letter provided by the Athletics department is not acceptable: It is YOUR responsibility to contact us before athletics travel, make arrangements to complete missed work, and inquire AFTER travel about any unannounced graded work you may have missed. We encourage you to share this syllabus, schedule, and policies with your counselor.

1. You have 72 hours from the date of a missed graded assignment or exam to complete a makeup for any credit – after this period of time no makeups will be permitted.
2. Athletics travel does not grant you extensions for assignments submitted through HuskyCT with clearly defined due dates, such as *The And* analysis and assignments associated with the final project.
3. Please err on the side of caution and remain in close contact with your instructor regarding any missed class days and missed work. Communication should primarily go through email so that we can keep track of various schedules.
4. Participation points (iClicker) *cannot* be made up. There are more opportunities to earn points than what is required, so please do not ask us to make up participation points.
5. We do not need a counselor or coach to proctor exams on the road. If the GA is unavailable to proctor a missed exam, I will make arrangements to do so myself.
6. NOTE ALSO:  We do not excuse absences and late work due to Club Sports participation.

LATE ADDS

The last day to add a course to your schedule, as specified by the university, is Monday, September 9. If you add this course to your schedule on or before this deadline, I expect you to attend the next class period. Anything you miss as of September 10 will be penalized in accordance with existing course policies. Any student who adds the course up to this date is solely responsible for making up any missed work in accordance with the existing course schedule. This means you are responsible for reviewing the course syllabus and schedule, signing and submitting the course contract in a timely manner, catching up on the assigned readings, and getting lecture notes from a classmate. Any iClicker participation points that were missed prior to enrollment cannot be made up.

It is in your best interest to contact the GA with any questions you have regarding course policies and assignments. Please note the GA is *not* responsible for providing you with notes and reviewing missed material, nor is the instructor.

USEFUL PHONE NUMBERS

Counseling & Mental Health Services: 486-4705 (after hours: 486-3427) www.cmhs.uconn.edu

Career Services: 486-3013 www.career.uconn.edu

Alcohol & Other Drug Services: 486-9431 www.aod.uconn.edu

Dean of Students Office: 486-3426 www.dos.uconn.edu

**NOTE ABOUT FINALS**

**Finals week for Spring 2019 takes place from Monday, December 9th through** Sunday, December 15th**. Students are required to be available for their exam and/or complete any assessment during the time stated in the Registrar's Office schedule. If you have a conflict with this time you must visit the Dean of Students Office to discuss the possibility of rescheduling this final.**

**DOS REQUIRES advance notice from students who have prior knowledge of a conflict (i.e., bunched finals, religious obligation, legal/medical appointments, etc.). Students must go to OSSA to seek permission to reschedule their final.**

**Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule and over-sleeping are not viable reasons for rescheduling a final. If you think that your situation warrants permission to reschedule, please contact the Dean of Students Office.**

iCLICKERS

You are required to purchase either an iClicker 2 or subscribe to REEF Polling (a mobile app) for the semester. The iClickers will be used for participation and engaged learning activities. **You MUST register your iClicker or REEF Polling on HuskyCT *by the time class begins* on September 3, 2019.**

**Course Assignments**

EXAMS (400 points total)

To assess understanding of the course material, there will be 3 exams during the semester. Each exam will assess the material covered until that point, and include multiple choice questions. The third exam is partially cumulative: 25% will be comprised of material from the first part of the semester (up to exam 1), 25% will be comprised of material from the second part of the semester (between exams 1 and 2), and 50% will be comprised of material from the last part of the semester (after exam 2).

**There will be NO MAKEUPS for missed exams without proper documentation.** In the event that a student is permitted to take a make-up exam, that student should do so within 72 hours. Make-up exams may be given in essay format.

Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the schedule and over-sleeping are not viable reasons for rescheduling an exam or making up an assignment.

**The final exam for this class will take place on the university-assigned date,** which will be available later in the semester. Students should not make any travel plans for finals week until the final exam date has been assigned.

DISCUSSION ACTIVITIES (50 points total)

There are 3 scheduled in-class Discussion Activities this semester, one worth 20 points and two worth 15 points each. The activities consist of watching a video or television episode as a class and then breaking up into small groups to complete a written activity. On these days, students must be present and attentive during the featured film or episode, and be involved in discussing the presented material in small groups as well as with the class as a whole.

In order to earn full credit for a Discussion Activity, you must a) be *present* and *attentive* for the entirety of the featured film or episode (we will allow a 5-minute grace period for late arrivals), b) be *actively* involved in discussing the presented material in small groups, and c) ensure that the work submitted is of acceptable quality. The submitted written portion of the Discussion Activity will be graded – simply submitting the document does not guarantee you full credit. This means you should incorporate and apply relevant course concepts accurately and effectively.

Discussion Activities can *only* be made up in extenuating circumstances with documentation (e.g. illness, university-sponsored travel). In these cases, an alternative assignment will be provided and you will complete that assignment on your own.

PARTICIPATION (30 points total)

This grade is based on your participation during class via iClickers. Participation questions are unannounced, and the number of questions asked and their point value will vary. Students can earn up to 30 points for participating in discussion questions with their iClickers. Students cannot earn more than 30 points, even though more than 30 participation questions will be provided throughout the semester.

It is your responsibility to bring your iClicker to class every single day and make sure the battery is fully charged and the iClicker is in proper working order. You must use the iClicker to earn participation points – we will not accept handwritten submissions as proof of participation.

If you are experiencing issues with your iClicker, you will need to contact the IT services on campus.

*THE AND* ANALYSIS (60 points)

To complete this assignment, each student should visit The Skin Deep YouTube Channel: <https://www.youtube.com/channel/UCMseH1ZPtQQu-u7EB4ehyyw/videos> and select a video from ‘The And’ series. Each video features two individuals discussing a relationship experience (e.g. breaking up, falling in love, sex, starting a family, coming out, etc.). Once you select a video, you will use course concepts to analyze that particular relationship experience and how the individuals communicate about that experience.

This assignment will be discussed in more detail during class, but if you would like to get a headstart, I encourage you to peruse the YouTube Channel and the following website for more information: <http://www.theskindeep.com/>. You may choose any video or set of videos of interest, as long as the video or video set spans at least 8 minutes and addresses concepts or issues relevant to interpersonal communication.

INTERPERSONAL SKETCH COMEDY ASSIGNMENT (200 total points)

The final project for the semester requires students to form groups of 4 and work together to create and film a humorous skit, much like what you might see on sketch comedy shows like *Saturday Night Live, A Black Lady Sketch Show, Key & Peele,* and *Chapelle’s Show.* The goal of your skit should be to shed light on a behavior or issue that might occur in an interpersonal relationship (remember – there are many types of relationships, not just romantic). For example, you might choose to focus on a behavior that violates social norms (e.g. close-talkers) or highlight situations we all experience but don’t talk about often (e.g. awkward hookups, dealing with jealousy) or feature situations that might create misunderstandings (e.g. text messaging).

The project is divided into two smaller assignments, which will all contribute to the final product. Due dates and requirements for each check-in assignment will be discussed in more detail in class. These assignments will total 50 points of the project grade. The rest of the project will be graded based on your final product, which will consist of the filmed sketch and written analysis. This portion of the project will total 150 points.

This project is designed to be both practical and fun. The top videos submitted will be shown during the last class of the semester. Projects that go above and beyond expectations may be considered for inclusion in the Student Showcase or the COMMotion Pictures Screening in Hartford at the end of the Spring semester.

FINAL PROJECT REFLECTION & GROUP MEMBER EVALUATION (10 points)

Upon completing the final group project, you will be asked to submit a brief written reflection regarding the project and an evaluation of your group members and their contributions. A prompt will be provided to aid in your completion.

Prior to the reflection and evaluation, there will be a process for addressing any issues with group members. If you feel a group member is not contributing to the project or is impeding the success of the rest of the group, you will have an option to have that individual removed from the group. At that point, that individual will be required to complete the project on their own, but will not have an opportunity to make up assignments that have already passed. It is imperative that you address any issues with group members when they occur, as we will not be able to effectively do anything about them at the end of the semester.

\*\*I reserve the right to make changes to the syllabus and schedule to fit the needs of the course.

**Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Topic | Chapter | Discussions | Exams/Assigments |
| 8/27-8/29 | Introduction to Interpersonal Communication | Chapter 1 |  |  |
| 9/3-9/5 | Nonverbal &  Verbal Communication  Communicating Identity | Chapter 1 (cont.)  Chapter 2 |  | **Contract due Thursday** |
| 9/10-9/12 | Communicating Identity  Politeness Theory and ‘Phubbing’ | Chapter 2  HuskyCT reading: Miller-Ott & Kelly (2017) |  | **Choose groups for Sketch assignment Tuesday** |
| 9/17-9/19 | Disclosure & Privacy | Chapter 6 |  |  |
| 9/24  9/26 | Managing Uncertainty  **Episode + Discussion** | Chapter 4 | ***The Mobile Love Industry* + Discussion** | **Proposal due Thursday** |
| 10/1  10/3 | Catch up  **Exam 1** |  |  | **Exam 1** |
| 10/8-10/10 | Relationship Development  Communicating Closeness | Chapter 5  Chapter 7 |  |  |
| 10/15-10/17 | Relationship Maintenance  **Episode + Discussion** | Chapter 10 | ***Seinfeld* + Discussion** | **Plan due Thursday** |
| 10/22-10/24 | Love and Attachment | Chapter 8 |  |  |
| 10/29  10/31 | Catch up  **Exam 2** |  |  | **Exam 2** |
| 11/5-11/7 | Conflict | Chapter 11 |  | ***The And* analysis due Tuesday** |
| 11/12  11/14 | **Episode + Discussion**  **NO CLASS – NCA CONFERENCE** |  | ***The Office*+ Discussion** | Use class time Thursday to finish your Sketch assignment |
| 11/19-11/21 | Relational Transgressions | Chapter 13 |  | **Sketch assignment due Tuesday** |
| 11/25-11/29 | NO CLASS – THANKSGIVING BREAK |  |  |  |
| 12/3-12/5  12/5 | Relationship Dissolution  **Sketch Screening** | Chapter 15 |  |  |
| 12/9-12/15 | Finals Week |  |  | **Final Exam – TBA** |

**2020-145 COMM 3300 Revise Course (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15813 |
| **Request Proposer** | Stifano |
| **Course Title** | Effects of Mass Media |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Effects of Mass Media |
| **Course Number** | 3300 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 200 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 1000 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty availability at these campuses make the course possible at the campuses selected. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 3300. Effects of Mass Media 3.00 credits Prerequisites: COMM 1000 Grading Basis: Graded An analysis of the roles of the mass media and of the effects they exert on individuals and society. |
| **Provide proposed title and complete course catalog copy** | COMM 2300. Effects of Mass Media 3.00 credits Prerequisites: COMM 1000 Grading Basis: Graded An analysis of the roles of the mass media and of the effects they exert on individuals and society. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | • Understand how mass media theories have developed over time • Explain how media effects research is conducted • Identify examples of theoretical concepts in current media • Interpret your own media use in light of mass media theories • Apply media effects research to understanding the effects of your media use • Critique mass media messages that are presented to you |
| **Describe course assessments** | Reflections, Exams, and Class Participation |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [3300 F19 syllabus Oeldorf-Hirsch.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172870&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C40c855af0ce7427ee15408d7cb4f9d30%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637201415110785343&sdata=v%2FnbMf77RSlCEZEWQOoEVOxwhbIZYT1kQ%2Bwt3n8wxcM%3D&reserved=0) | 3300 F19 syllabus Oeldorf-Hirsch.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/14/2020 - 12:09 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/14/2020 - 12:17 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20. | |

**2020-146 COMM 4100 Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15836 |
| **Request Proposer** | Stifano |
| **Course Title** | Advanced Persuasion and Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Advanced Persuasion and Communication |
| **Course Number** | 4100 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2000Q (formerly 3000Q) and 2500 (formerly 3100) |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty with this expertise reside at the above campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 4100. Advanced Persuasion and Communication 3.00 credits Prerequisites: COMM 3100. Open to juniors or higher. Recommended preparation: COMM 3000 and COMM 3300. Grading Basis: Graded Advanced consideration and criticism of selected modern persuasion theories and research in communications. |
| **Provide proposed title and complete course catalog copy** | 4501. Advanced Persuasion and Communication 3.00 credits Prerequisites: COMM 2000Q (formerly 3000Q) and COMM 2500 (formerly 3100) Grading Basis: Graded Formerly offered as COMM 4100. Advanced consideration and criticism of selected modern persuasion theories and research in communication. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | The course builds on and elaborates on the persuasion core course COMM 3100 and involves material from COMM 3000Q and COMM 3300. In many respects, COMM 4100 is a capstone course, allowing you to integrate much of what you learned in your previous courses in the major. The course emphasizes theory and application associated with advertising, marketing, and popular culture. The course is geared towards those who want to pursue a career in marketing, advertising, public relations, or critical evaluation of the media. |
| **Describe course assessments** | Exams, Group Projects, Presentations, Participation |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Comm 4100 Syllabus - HamiltonCCC.doc](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172911&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cdbdf9249092f4422850208d7c90d7b87%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637198932057780662&sdata=vQfFRXFEU%2FuuXN2ozqFOl%2B7tMh8g6tx0y0ePgBsNQVQ%3D&reserved=0) | Comm 4100 Syllabus - HamiltonCCC.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/15/2020 - 11:43 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/15/2020 - 11:53 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

**Syllabus**

**Communication 4100**

**Advanced Persuasion and Communication**

Time: Tu Th 9:30 to 10:45.

Professor: Mark Hamilton

Email: [Mark.Hamilton@uconn.edu](mailto:Mark.Hamilton@uconn.edu)

Office Hours: Tu Th 2:00 to 3:15

Telephone: 860-486-4569, voice mail available

### Overview

The course builds on and elaborates on the persuasion core course COMM 3100 and involves material from COMM 3000Q and COMM 3300. In many respects, COMM 4100 is a capstone course, allowing you to integrate much of what you learned in your previous courses in the major. The course emphasizes theory and application associated with advertising, marketing, and popular culture. The course is geared towards those who want to pursue a career in marketing, advertising, public relations, or critical evaluation of the media.

The course is organized into three major parts. In Part I, we explore the fundamentals of persuasion. In Chapter 1, we cover concepts such as beliefs, attitudes, and values, and how they relate to one another in networks or systems. In Chapter 2, we cover the design and analysis of persuasion studies. In Chapter 3, we introduce the various motives that initiate social influence. Chapter 4 presents Information Processing Theory. The first four chapters are important in that they provide the essentials for the persuasion study that you and your group members will conduct.

In the second part, we examine the effects of persuasive messages on beliefs, attitudes, and behavior. This part of the course builds on information processing theory and includes a critique of reinforcement theory. It emphasizes message effects and evaluates multiple-process theories of persuasion. In this part we will be discussing marketing communication and advertising. We track the effects of ads from exposure to attention to message evaluation, to brand evaluation to purchase behaviors. If time permits, we will also cover the segmentation and the profiling of audiences as well as the perceptual mapping of brands. This unit will cover topics such as audience segmentation, media buying, message tailoring to segments, and ad testing.

In the third part, we consider the construction of persuasive messages. This unit will look at personality and how it influences the selection of message content. We also study efforts to gain compliance, arguing, and verbal aggression. This third part of the course is organized around Belief Systems Theory.

Current theories of persuasion such as information processing theory, the Elaboration Likelihood Model, and the Heuristic-Systematic Model will be applied to the class project. We will also cover the dimensions related to source evaluation that determine the popularity of celebrities and their effectiveness.

**Required Texts**

Hamilton, M. (2008). *Persuasion: Changing Beliefs and Attitudes*. Available on HuskyCT.

## Grading

Each component of your grade will be added to your total grade for the course with the following weights:

1. Proposal Presentation: 15%
2. Midterm Examination: 30%
3. Group Research Project, Final Presentation: 15 %
4. Final Examination: 30%
5. Peer Evaluation: 5%
6. Class Participation: 5 %

Component percentage grades and percentages for the total grade for the course can be converted to letter grades as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| 92.5-100% = A | 82.5-87.4% = B | 72.5- 77.4% = C | 62.5-67.4% = D |
| 89.5-92.4% = A- | 79.5-82.4% = B- | 69.5- 72.4% = C- | 59.5-62.4 = D- |
| 87.5-89.4% = B+ | 77.5-79.4% = C+ | 67.5-69.4% = D+ | 0-59.4% = F |

**Proposal Presentation: Group Research Projects**

Each group will present their proposal for their research project. All group members are required to participate in the presentation. The presentation should last between 10 and 15 minutes. Proposals will be graded based on

* Completeness
* Importance of research topic
* Audience analysis
* Potential contribution to theory
* Quality of design
* Professionalism
* Innovativeness
* Quality of presentation materials

**Midterm and Final Examinations**

Examinations will be objective, in a multiple choice format. On the exams, students will receive information on their raw scores, percent-correct scores, and their standing in the distribution of grades (curved scores). Students will receive a letter grade for the course corresponding to the most generous of the percent correct or curved score grades. That is, the curve serves as a safety net in case the examinations happen to be difficult.

Students are required to be available for their exam. Students must visit the Dean of Students Office if they cannot make their exam. The DOS will give the student his or her instructions thereafter.

Please note: vacations, previously purchased tickets or reservations, weddings (unless part of the wedding party), and other large or small scale social events, are not viable excuses for missing a final exam. Please contact the Dean of Students office with any questions. Thank you in advance for your cooperation.”

**Final Presentation: Group Research Projects**

The team project will involve the design of an advertisement, the varying of one or more of the features in the ad, and an assessment of the ad’s effectiveness. Thus, there will be two main phases of the project. First, the team will design an advertisement with the ability to manipulate one of the ad features in mind. Second, the team will design and execute a small study to determine the impact of varying the ad feature on (1) attention to ad content, (2) comprehension of ad content, (3) believability of the claims made by the ad, (4) attitude toward the ad, (5) attitude toward the brand, and (6) purchase intention. Team projects are graded on a percent-correct basis. Groups should consist of 4 to 5 members.

All members must actively participate in the presentation. Final presentations will be near the end of the term.

The instructor must be notified in advance (voice mail or email) if illness or personal disaster is to cause the student to miss either an examination or a group presentation; appropriate documentation is required.

**2020-147 COMM 4120 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15837 |
| **Request Proposer** | Stifano |
| **Course Title** | Communication Campaigns and Applied Research |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Communication Campaigns and Applied Research |
| **Course Number** | 4120 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2000Q (formerly 3000Q) and COMM 2500 (formerly 3100) |
| **Corequisites** | None |
| **Recommended Preparation** | COMM 2300 (formerly 3300) |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty with this expertise reside at the listed campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 4120. Communication Campaigns and Applied Research 3.00 credits Prerequisites: COMM 3000 or STAT 1000 or STAT 1100; open to juniors or higher. Recommended Preparation: COMM 1300, 3100 and 3300. Grading Basis: Graded Application of media, persuasion, and social change theories to the design of communication campaigns, including focus groups, interviews and other background research. Students will work with community organizations. |
| **Provide proposed title and complete course catalog copy** | 4510. Communication Campaigns and Applied Research 3.00 credits Prerequisites: COMM 2000 (formerly 3000) and 2500 (formerly 3100). Recommended Preparation: COMM 2300 (formerly 3300). Grading Basis: Graded Formerly offered as COMM 4120. Application of media, persuasion, and social change theories to the design of communication campaigns, including focus groups, interviews and other background research. Students will work with community organizations. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Course objectives: • To recognize the characteristics of effective communication campaigns • To be able to design strong communication campaigns, by applying theories from this and other courses. • To learn how to conduct research to improve campaign design • To develop interviewing and focus group moderation skills • To practice dealing with real-world clients |
| **Describe course assessments** | • CITI training on time 5% • Interview 2 stranger 5% • Quiz 1 15% • Quiz 2 15% • Project qualitative transcripts (per student) 10% • Campaign design group project (per group) 40% • Class participation 10% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4120 S19 Syllabus Snyder.doc](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172912&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C0e08ed185442468c06dc08d7c90ce4b0%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637198929528003393&sdata=G%2B2n9Q%2FeSTjDgI0Dq6LcA11etGsZXm7roWbmCRJh1GM%3D&reserved=0) | 4120 S19 Syllabus Snyder.doc | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/15/2020 - 11:57 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/15/2020 - 12:07 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

1/22/2019

##### COMM 4120 Communication Campaigns

# COURSE OUTLINE AND READING LIST

**Spring 2019**

Dr. Leslie Snyder

Class: WSRH 112, T/Th 9:30-10:45

Office hours: ARJ 206 T 2pm-4:00pm, W 4:30pm-5:30pm

Email: [Leslie.Snyder@UConn.edu](mailto:Leslie.Snyder@UConn.edu) (use COMM 4120 in subject line else I might miss it)

Course objectives:

* To recognize the characteristics of effective communication campaigns
* To be able to design strong communication campaigns, by applying theories from this and other courses.
* To learn how to conduct research to improve campaign design
* To develop interviewing and focus group moderation skills
* To practice dealing with real-world clients

This is a service learning course. You will work in teams of four to conduct the research, create a proposal for a real communication campaign, and present your findings and recommendation to a client. The class works best for people who are open-minded and curious about what other people think, creative, team players, and organized.

You will learn and practice essential qualitative research skills -- interviewing and focus groups – that are critical for strong campaign design. These skills can be applied to marketing, advertising, public relations, political campaigns, health education, radio or television program development, counseling, public opinion polling, etc. You will be able to put your research experience on your resume, and multiple course graduates have reported that that's what got them job interviews. Some students have included their campaign in their creative portfolio, or asked their client for a recommendation.

Like a capstone course, you will have an opportunity to apply theories you've learned in other many other classes, especially Persuasion, Mass Media Effects, and Research Methods. You can also draw on past courses or experience in Digital Media, Advertising, PR, Marketing, Small Group, Nonverbal, and Public Speaking.

Students who have less background in communication theory should team up with students who have more communication background. People who are less familiar with U.S. culture should team up with U.S. raised students, to make sure that all groups have strong knowledge of U.S. culture when designing the communication strategy and messages.

The main methods of instruction are in-class exercises, readings, and hands-on experience. Participation in class is critical to success in the course.

The course works towards the following objectives for the communication major:

* Use communication theories, perspectives, principles, and concepts in intrapersonal, interpersonal, small group, organizational, and media contexts.
* Demonstrate an ability to understand the principles of research design, interpret communication research studies, and understand ethics of research practices.
* Critically analyze messages.
* Practice the following communication skills: public speaking, function effectively within a small work group, be sensitive to cultural and identity differences
* Create messages appropriate to the participants/audience, purpose, strategy, context, channels, and formats of the communication.
* Understand the importance of communication in public discourse and critically analyze the potential role of communication patterns, practices, policies, technology, and industries (e.g. advertising, public relations, news, and entertainment) in contributing to and resolving local, national, and global issues (e.g. health, environment, public opinion, and political agendas, participation, and elections).

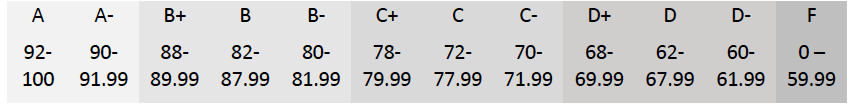
## **GRADES**

Part of your grade is based on work you complete by yourself in a timely manner, such as submission of transcripts, as well as two short in-class quizzes on the concepts and principles in the readings and lectures. Group grades will be based on the group presentations, final report, & timely completion of project worksheets throughout the semester. Group grades will be weighted by teammate evaluations of the percent of effort the individual expended. Late assignments will be marked down 1/3 of a letter grade (from B+ to B) per weekday. There is no in-class **final exam**; instead, you will present your final campaign design to your client during the last week of class or finals week. Please schedule the meetings ahead of time so that you will be able to use the information gained in the next steps of campaign planning and to avoid scheduling conflicts. Clients are often very busy, and their time books up quickly.

* CITI training on time 5%
* Interview 2 stranger 5%
* Quiz 1 15%
* Quiz 2 15%
* Project qualitative transcripts (per student) 10%
* Campaign design group project (per group) 40%
* Class participation 10%

Separate documents in HuskyCT explain the assignments in detail.

Grades are based on the percentage of possible points you earn on the following scale:



**REQUIREMENTS**

* iClicker2—available at Coop.
* You must have regular access to HuskyCT.
* Readings and Assignments will be posted on HuskyCT

Students are expected to do all readings and assignments by the dates in the syllabus. Please check HuskyCT for additional information, especially if there is inclement weather.

**BOOKS & READINGS**

There is 1 required book: Lee & Kotler (2016) *Social Marketing*, 5th Edition

Additional resources:

* Rice, R. & Atkin, C.(Eds.) 2013. *Public Communication Campaigns*, 4th Ed. Thousand Oaks, CA: Sage.
* Kruger, *Focus Groups,* Sage.
* Weinreich, N. (2011). *Hands-On Social Marketi*ng. 2nd Ed. Thousand Oaks, Sage.
* Another resource you can check out is a teaching module on social marketing developed by the CDC: <https://www.cdc.gov/healthcommunication/cdcynergylite.html>

## RESEARCH INTEGRITY

Since you will be conducting original research in this course, you have obligations to protect the rights of the human subjects you will be interviewing and to present high quality research findings in an honest manner to your client. **You must pass the CITI course on the following modules under Social/behavioral Research, print out your completion report, and turn it in by the date listed in the syllabus.**

1. Introduction
2. History and Ethnical Principles
3. Defining Research with Human Subjects
4. The regulations and the social and behavioral sciences
5. Assessing risk in the social and behavioral Sciences
6. Informed Consent
7. Privacy and Confidentiality

Go to <https://www.citiprogram.org/Default.asp>, to register and take the course. When you register, use University of Connecticut as your Participating Institution. If you have already taken the course, print out your completion report.

You must adhere to the student code of conduct, including codes for academic conduct and research. See <http://community.uconn.edu/the-student-code-appendix-a/>. A useful list for ways to protect yourself is here: <http://community.uconn.edu/proactive-strategies-for-students-to-minimize-academic-misconduct/>. Below are some proscribed behaviors from the code and points relevant for research; you are responsible for the entire code.

* **Cheating - Student Academic Misconduct**: Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).
* **UNAUTHORIZED POSSESSION, USE, OR DESTRUCTION OF ACADEMIC OR RESEARCH MATERIALS**, which include, for example, examinations, library materials, laboratory or research supplies or equipment, research data, notebooks, or computer files.
* **COMPUTER VIOLATIONS** include but may not be limited to unauthorized use, tampering, sabotage, or piracy of computer files or data and the like.
* **FABRICATION OR FALSIFICATION IN RESEARCH** could involve, for example, deliberate falsification of experimental results or tampering in any way with actual experimental results or research data.
* **RESEARCH VIOLATIONS** involving, for example, human subject violations (including ethical and social violations), animal care violations, inappropriate breaches of confidentiality, deliberate obstruction of the research progress of another individual, or deliberate disregard for applicable University, local, State, or federal regulations.
* **CONFLICTS OF INTEREST** such as, for example, unauthorized use of University or faculty academic or research facilities, materials, or resources for unapproved purposes; or allowing or attempting to use personal relationships (academic or otherwise) between a graduate student and any member of the University community to influence improperly academic judgments, scholarly evaluations, or decision making.
* **TAMPERING** with any document or computer file pertaining to academics or research, including, for example, student academic records, official transcripts, laboratory journals, examination papers, and the like.
* **AIDING OR ABETTING** another individual in the planning or the commission of any act of academic misconduct.

**Course Policies**

**Office hours**

Please make an appointment in adv.app to come to office hours. If none of the scheduled times fits your schedule, you may send an email asking whether an alternative time will work or ask at the end of class. Please allow up to 48 hours during working days for an email response (longer if I am traveling). In accordance with FERPA regulations, grades cannot be discussed by email, and must be discussed in person. Email is not a private or secure form of communication in the case of sensitive information. To discuss a grade, please come to my office hours within a week of receiving the grade.

**Email/ Contacting Dr. Snyder**

Email is my preferred means of communicating outside of class. Because I monitor my email much more closely than my university voicemail, **do not leave voicemail.** I will try to respond to your emails within 48 hours during the week and will try to respond to true emergencies as quickly as I am able. Although your concerns are very important to me, I have other responsibilities at UConn beyond this course, including teaching another course, supervising graduate students, research, and service responsibilities.

**Classroom Civility**

Politeness and respectful behavior towards your classmates and your professor is expected at all times. Personal stories shared in the course of the class should be considered confidential. To paraphrase, what’s shared in class stays in class.

Disruptive behavior spoils the learning environment for all students and will not be tolerated. Examples of disruptive behavior include, but are not limited to: making or receiving calls or text messages during class, engaging in online activities not pertinent to the current course discussion (this distracts not only you but those around you), talking with classmates while the professor is lecturing, habitually coming to class late and/or leaving early etc.

Nor will harassment be tolerated. It against university policy. Harassment consists of abusive behavior directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, age, physical or mental disability, including learning disability, mental retardation, and past/present history of a mental disorder.

**Late Work Policy**

In order to successfully manage our time during the semester, deadlines will be strictly observed. There are no exceptions, unless a student has made prior arrangements with the Dean of Students and has contacted the professor regarding these arrangements before the assignment was due. In the case of emergencies, contact the professor as soon as possible.

To avoid any technical problems and be able to get help if you need it, I suggest that you do your assignments in advance, and not at the last minute. *Most* assignments are due by the start of class on the due date posted. Presentations are due the day before the presentation, so allow for them to be downloaded for the class.

**All late assignments will receive a 10% point reduction penalty per day late.** This effectively drops your grade on the assignment by a whole letter grade (for example, B to C).

**Quizzes**

Quizzes missed in class cannot be made up. Keep in mind that your two lowest quiz scores will be dropped. A dead battery in your iClicker is NOT a valid reason for missing a quiz… neither is forgetting to bring your clicker to class with you. You will not be able to take a quiz on paper as we often go over each question and answer during the quiz.

It is YOUR responsibility to make sure that your iClicker is working and that your quiz scores are being registered correctly. You should see a green “check mark” after answering questions with your clicker. If you don’t, raise your hand IMMEDIATELY and I will take care of it. Also, check your quiz grades on Huskyct frequently.

**Grade Questions**

If you feel there is an error in the grade assigned on an assignment, it is your responsibility to review the assignment in question and address the issue **within one week** of receiving the grade. You must communicate with me in person during office hours. Questions regarding grades should be professional and phrased respectfully**. Grades will be considered final 7 days after they are received.** The university procedure for challenging a final course grade is here: <https://guide.uconn.edu/instruction/challenges-to-a-grade/>

**Laptops/ tables/ mobile phones**

You may use a laptop or table to take notes. Be respectful to yourself, the instructor, and classmates in your use of technology. Please do not use them for other purposes (e.g. sending email, checking social media, shopping), since this can disrupt the class, especially people around you. Phones should not be used in class.

**Academic Integrity**

The university strives to create a “spirit of inquiry” at the heart of our community. The preamble to the Student Code of Conduct reminds us that drawing on the spirit of inquiry “calls for curiosity, stamina, vulnerability, honesty, grace, courage, and integrity,” in which “ all members must accept responsibility for creating an environment that promotes individual growth and builds community through the safe, respectful exchange of diverse thought, opinion, and feeling.”

You must follow the Student Code of Conduct in this course, particularly to give credit to other people when you build on or refer to their ideas or concepts by using standard academic citations of the referenced work. The code defines academic misconduct as: “dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research, or ideas to their rightful originators or representing such information, research, or ideas as your own (e.g., plagiarism).” Note, too, that “A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.” https://community.uconn.edu/the-student-code-appendix-a/

Here’s an interesting list of strategies to avoid being charged with academic misconduct: <https://community.uconn.edu/academic-misconduct/proactive-strategies-for-students-to-minimize-academic-misconduct/>.

Note that even one occasion of academic dishonesty – no matter how small – will result in failure for the entire course and referral to Student Judicial Affairs. Please see UConn’s Responsibilities of Community Life: The Student Code and the Office of Community Standards.

[http://www.community.uconn.edu](http://www.community.uconn.edu/).

**Sources of assistance**

The University of Connecticut offers several resources to the student in need. Here are some useful phone numbers:

• *Counseling and Mental Health Services*: 486-4705 (after hours: 486-3427) www.cmhs.uconn.edu

• *Career Services*: 486-3013 www.career.uconn.edu

• *Alcohol and Other Drug Services*: 486-9431 www.aod.uconn.edu

• *Dean of Students Office*: 486-3426 [www.dos.uconn.edu](http://www.dos.uconn.edu)

**Students with Disabilities**

The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities.    If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible.  The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu.  Detailed information regarding the accommodations process is also available at [www.csd.uconn.edu](http://www.csd.uconn.edu). Please contact me as early as possible during the semester about requested accommodations.

**Religious holidays**

The following is the University’s official policy for missing work due to religious holidays: “Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work.”

**Sports absences**

If you will be travelling for a UConn team, be sure your advisor contacts me in advance. This is often done automatically. It is your responsibility to arrange to complete work while gone or before you leave. Unexcused absences cannot be made up. Also, be sure to coordinate with your class teammates so that you can compensate for out-of-class tasks that you may miss based on your travel plans by completing other tasks instead.

**Copyright of course materials**

My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. Students are authorized to take notes; however, this authorization extends only to making one set of notes for your own personal use (or to share with a classmate who is concurrently enrolled in the course) and for NO other use. You may not share copies of notes, slides, study guides, or other course material, or make commercial use of them without prior permission from me. This includes (but is not limited to) posting notes and study guides online or selling them through online note-sharing websites such as notehall.com.

**Additional questions?**

If you have questions about the course or an assignment, please schedule an appointment with me during office hours using advapp.uconn.edu. Do contact me as soon as any issue arises; don’t wait until an assignment is due or the course is ending.

**SCHEDULE**

Note: Readings should be done before class.

1. 1/22 Intro: campaign vs. other strategies for social change, history of campaigns & campaign research, overview of the campaign process.

1/24 Communication goals & situational analysis.

L & K: Ch 1 *Defining Social Marketing*, Ch 2 *Steps in the Social Marketing Planning Process*, Ch 6 *Setting Goals and Objectives,* Ch 4, *Choosing a social issue, purpose, and focus for your plan and conducting a situation analysis*

2. 1/29 Targeting.

L & K Ch 5 *Selecting Target Markets*

1/31 Formative research techniques: surveys, ethnology, interviews, focus groups, community analysis.

L & K: Ch 3, *Determining Research Needs and Options*

**INDIVIDUAL #1 due**: CITI training completion report. (See Research Integrity above.)

3. 2/4 Last day for drop/add.

2/5 Choosing topics & teams. Client relations.

**PROJECT ACTIVITY:** After your team is formed:

* Arrange for the 1st client meeting for before Feb 14. Note that you will need to be able to fill out worksheets & background memo for Feb 19, so draw on them to plan the conversation with the client.
* Begin secondary research, which will be included in the background memo of what works & what does not for your type of behavior change, especially with your target audience. Search in social science journals (using (PSYCHINFO, SOCLIT, MEDLINE, Communication & Mass Media Complete in EBSCO Host, etc) for at least four previous campaigns that have been evaluated, meaning the successfulness of the campaign is demonstrating using data. If you do not find much, check for campaigns/social marketing efforts/interventions on that type of behavior with other target groups, and for your target group with other (but similar) behaviors. Note that you may need time to get articles from interlibrary loan. Recent campaigns may have webpages with campaign materials, but may or may not have links to evaluations. Your client may be able to suggest relevant literature.

2/7 Behavior change models to inform campaign & message design.

L & K: Ch 7 *Identifying barriers, benefits, motivators, the competition, and influential other;* Ch 8 *Tapping behavior change theories, models, and frameworks; Ch 9 Crafting a desired positioning*

4. 2/12 Interviewing skills

Weinreich: Ch. 7 *Conducting Formative Research.*

**INDIVIDUAL ACTIVITY: Conduct interviews with two strangers. Due in a week.**

2/14 Focus group moderating skills

5. 2/19 Focus groups

**INDIVIDUAL #2 due**: Interview two strangers using the interview guide.

**PROJECT #1 due:** Based on information learned from the client meeting and your literature review, fill out preliminary design worksheets. Do the best you can; your answers represent what you know now and what you need to find out. Generatea list of topics to include in the interview guide, given the gaps in your understanding.

**PROJECT #2 due:**  Background memo

2/21 **QUIZ 1** & Interview guide design skills.

Weinreich: *Appendix D:* *Sample Focus Group Topic Guide*.

**PROJECT #3 due**: Focus group plan memo.

**PROJECT ACTIVITY**: Begin arranging for your focus group or interview participants. Must be completed & transcribed within 2 weeks.

6. 2/26 Revise & practice guides.

**PROJECT #4 due:** Draft of interview guides & information sheets

2/28 Revise & practice guides.

**PROJECT ACTIVITY**: After approved by Dr. Snyder (and the client if needed), **begin conducting & transcribing interviews**. Each team member conducts one focus group (or 4 20-minute individual interviews) and takes notes at another one. Each individual is responsible for typing transcripts in excel, which takes up to 10 hours for one hour of interviewing. Note that it is often easier to type *focus group interviews* for which you were a note taker.

1. 3/5 Analysis of qualitative data

3/7 Group or research time

**3/8 INDIVIDUAL #3 due: Qualitative research transcripts in Excel, & Performance critique in Word**. Submit transcripts to Snyder online and share with teammates. See very abbreviated example in the Assignments document.

1. 3/12 Channels & formats

Weinreich: Ch 18, *Planning & Buying Traditional Media*, Ch 19 *Engaging in Social Media*.

L & K: Ch 13 *Promotion: Deciding on messages, messengers, and creative strategies;* Ch14 *Promotions: Selecting Communication Channels*

[*https://www.cdc.gov/socialmedia/tools/guidelines*](https://www.cdc.gov/socialmedia/tools/guidelines)

3/14 Channels & formats, & presenting qualitative research.

**PROJECT #5 due: Qualitative analysis – coded excel sheet with all interviews**

**3/19, 21 Spring Break**

1. 3/27 Incentives, Promotions, Behavioral Economics, Branding, PR

Weinreich, Ch 20, Generating Publicity

L & K: Ch 10: *Product: Creating a product platform*; Ch 11 *Price:* *Determining monetary and nonmonetary incentives and disincentives*; Ch 12 *Place: Making access convenient and pleasant*

Watch:[*https://www.ted.com/talks/rory\_sutherland\_life\_lessons\_from\_an\_ad\_man#t-920833*](https://www.ted.com/talks/rory_sutherland_life_lessons_from_an_ad_man#t-920833)

1. *inutes)*

3/29 Group presentations

**PROJECT #6 due: Qualitative Research Powerpoint**.

**PROJECT ACTIVITY: After this date and before 4/4 present results to client, get feedback on focus, goals, targets**.

1. 4/2 Message design

Weinreich: Ch 13, *Producing Creative Communications*.

L & K : pp. 265-284 (in Ch 13 *Promotion: Deciding on Messages, Messengers, & Creative Strategies*)

4/4 Refining communication objectives: knowledge & beliefs, altering the behavior, service, or product, fleshing out the targets

1. 3/9 Pretesting messages.

Weinreich: pp. 161-183 Pretesting

**PROJECT #7 due**: Revised communication goals and objectives for your campaign. Complete Worksheet.

**PROJECT ACTIVITY**: 2nd client meeting, after Snyder OKs your presentation and you have revised it if necessary. Send to client in advance of the meeting.

4/11 Budgets & implementation of campaign plans

L & K: 17 Creating an implementation plan and sustaining behaviors;

**PROJECT #8 due:** Draft of your persuasion strategy. (Appendix 3 in Campaign Plan assignment, 2 pages.)

1. 4/16 **Creatives: Present drafts of preliminary messages to class**

**PROJECT #9** **due:** Draft of the preliminary messages that you will be pretesting. Note that Worksheet 9 *Designing Message Elements* (Weinreich) can help you.

**PROJECT ACTIVITY**: After this date conduct one pretest focus group per team of your campaign messages. Only transcribe important quotes. Note that the earlier you complete this, the earlier you can finish your campaign plan report. Complete within a week.

4/18 Monitoring implementation & evaluation.

L & K: Ch. 15 *Developing a plan for* *monitoring & evaluation*

13. 4/23 Monitoring & evaluation.In class: Use evaluation worksheet 15 in Weinreich to design 2 different evaluations. (1) Big budget media campaign; (2) Small budget poster, flyer, outreach worker campaign. Explain your choices.

**PROJECT #10 due**: Pre-test focus group findings. Pretest focus group results. (Appendix 1 & 2 in Campaign Plan assignment.)

4/25 **QUIZ 2.** Ethics.

**PROJECT #11 due:** Use worksheets 18 *Implementation tracking worksheet* & 19 *Evaluation planning worksheet* (Weinreich). Based on the readings & worksheets, briefly describe the ways in which your client could (1) monitor implementation & (2) evaluate the campaign. (1-2 pages).

**14. 4/30 FINAL REPORT & PRESENTATION**. Each person submits team member & self-evaluations on the campaign plan project.

**5/2 FINAL REPORT & PRESENTATION. Course evaluations.** **Celebration!!!!**

**AFTER 5/2 3rd Client meeting: PRESENT TO CLIENT WITH SNYDER PRESENT**

**2020-148 COMM 4130 Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15830 |
| **Request Proposer** | Stifano |
| **Course Title** | Marketing Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Marketing Communication |
| **Course Number** | 4130 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2500 (previously 3100) or 2600 (previously 1300) |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty with this expertise reside at the identified campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 4130. Marketing Communication 3.00 credits Prerequisites: COMM 3000; COMM 3100. Recommended preparation: COMM 1300 Grading Basis: Graded Principles, strategies, and theories of communication in product and brand marketing contexts. |
| **Provide proposed title and complete course catalog copy** | 3510. Marketing Communication 3.00 credits Prerequisites: COMM 2500 (formerly 3100) or 2600 (formerly 1300) Grading Basis: Graded Formerly offered as COMM 4130. Principles, strategies, and theories of communication in product and brand marketing contexts. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The course emphasizes theory and application associated with marketing, branding, and popular culture. The course is geared towards those who want to pursue a career in marketing, although those interested in advertising or public relations may also find the course valuable. Part I introduces marketing In the third part, we consider the implementation and control of marketing communication. |
| **Describe course assessments** | Research Project; Midterm and Final; Branding Project; Class Participation |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4130 S19 Syllabus Hamilton.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172883&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Caf0b802f02e044856e2a08d7c9117f83%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637198949298301941&sdata=3MBIRschGZBu7fDVPONYtMSgJ3ueB6AG%2BAkeNTLqT9Q%3D&reserved=0) | 4130 S19 Syllabus Hamilton.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/14/2020 - 19:23 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/14/2020 - 19:32 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

**2020-149 COMM 4222/W Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15846 |
| **Request Proposer** | Stifano |
| **Course Title** | People of Color and Interpersonal Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | People of Color and Interpersonal Communication |
| **Course Number** | 4222 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2200 (formerly 3200); ENGL 1007 or 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty with this expertise reside at the Storrs campus |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 4222. People of Color and Interpersonal Communication 3.00 credits Prerequisites: COMM 1000 and 3200 Grading Basis: Graded Impact of race, ethnicity, and culture on interpersonal interactions. Surveys key theories and empirical works of past and current race relations in the U.S., negotiation of identity, and ways identity is communicated in various personal relationships. COMM 4222W. People of Color and Interpersonal Communication 3.00 credits Prerequisites: COMM 1000 and 3200; ENGL 1010 or 1011 or 2011. Grading Basis: Graded |
| **Provide proposed title and complete course catalog copy** | COMM 3222. People of Color and Interpersonal Communication 3.00 credits Prerequisites: COMM 2200 (formerly 3200). Grading Basis: Graded Formerly offered as COMM 4222. Impact of race, ethnicity, and culture on interpersonal interactions. Surveys key theories and empirical works of past and current race relations in the U.S., negotiation of identity, and ways identity is communicated in various personal relationships. COMM 3222W. People of Color and Interpersonal Communication 3.00 credits Prerequisites: COMM 2200 (formerly 3200); ENGL 1007 or 1010 or 1011 or 2011. Grading Basis: Graded |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Upon completion of this course, students should be able to: - explain how race impacts communication across a variety of relationship contexts including family, romantic, and peer. - apply course material to communication in everyday settings including your personal experience. - identify racially motivated messages and construct responses that promote healthy dialogue about issues of race between people from various racial groups. |
| **Describe course assessments** | Non-W: Class Activities, Quizzes, Social Media Project, Participation W: Research Paper, workshops, Participation, Quizzes |
| **General Education Goals** | Consistent with W courses in the Department of Communication, this course connects its primary subject matter intimately to writing by allowing students to investigate extant literature in this area of the discipline, synthesize the literature through the development of a paper, and participate in the review and revision process to refine their ideas. Students completing the W version of this course will better be able to articulate knowledge of this particular subject matter through their writing, which can also serve as strong preparation for graduate work in the discipline. GEOC-W: THIS REQUEST ONLY CHANGES THE COURSE NUMBER AND PRE-REQUISITE; THE W ASPECTS REMAIN INTACT AS APPROVED. |
| **Writing Competency** | This course provides a course paper as an assignment requiring students to review the literature on Interpersonal Communication and provide references, cited in proper APA format. Students will write a First Draft and ultimately a Final Submission (due during finals week). In-class time will be set aside to work on papers and assist peers with their papers. Extensive guidelines are provided at the back of the syllabus for this writing assignment, including clear language that failure of the writing components of the course would constitute failure of the class. GEOC-W: THIS REQUEST ONLY CHANGES THE COURSE NUMBER AND PRE-REQUISITE; THE W ASPECTS REMAIN INTACT AS APPROVED. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4222W POC & IPC (SMDavis) Fall2017 submitted 12.8.2016.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172926&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce579ff47dfd141818b5108d7ca8c7127%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200576854200166&sdata=hloE%2FKtvZZ00SVxlGdJ2tjsUPDkhZV7E0J3BEn40yiA%3D&reserved=0) | 4222W POC & IPC (SMDavis) Fall2017 submitted 12.8.2016.pdf | Syllabus | | [4222 POC & IP Comm (SMDavis) Spring 2018 FINAL VERSION.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172927&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce579ff47dfd141818b5108d7ca8c7127%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200576854210165&sdata=20RrB74Yudg9P2eFPpIu7sHtGtSCIYvU%2F7BJ3SeFCko%3D&reserved=0) | 4222 POC & IP Comm (SMDavis) Spring 2018 FINAL VERSION.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Stephen C Stifano | 03/15/2020 - 17:41 | Submit |  | Submitted with W and non-W versions of the syllabus. | | Communication | Stephen C Stifano | 03/15/2020 - 17:57 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20. | |

**2020-150 COMM 4240 Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15827 |
| **Request Proposer** | Stifano |
| **Course Title** | Marital and Family Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Marital and Family Communication |
| **Course Number** | 4240 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture. |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2200 (formerly 3200) |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty who teach this course reside at the Storrs campus. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 4240. Marital and Family Communication 3.00 credits Prerequisites: COMM 3200; juniors or higher Grading Basis: Graded The role of communication in family life, including marital, parent/child, and sibling relationships; the interdependence of families and the unique demands these interrelationships place on communication. |
| **Provide proposed title and complete course catalog copy** | COMM 3230. Marital and Family Communication 3.00 credits Prerequisites: COMM 2200 (formerly 3200) Grading Basis: Graded Formerly offered as COMM 4240. The role of communication in family life, including marital, parent/child, and sibling relationships; the interdependence of families and the unique demands these interrelationships place on communication. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | Course Overview: Whereas it is common to recognize that good communication is a vital component for healthy family functioning, this course takes the position that families can exist and function ONLY through communication. Without communication, families, as we know them, could not exist, let alone function productively. If people are the bricks used to build families, communication is the cement and supports that keeps the structure from being just a pile of bricks. This means that communication is not just another variable or set of variables influencing family life. It is the main ingredient that makes family life possible. This course will focus on how communication creates, sustains, and contributes to family life. This course will also view the family as a system: “A whole which functions as a whole because of the interrelation [and interdependence] of its parts.” The only way a social system can function, as a whole, is through communication. In western culture, families have undergone a radical transformation in structural variations over the past fifty years. The once typical nuclear family now accounts for only about ¼ of all family structures. Other family structures like “blended families,” “binuclear families,” as well as foster and adoptive families present unique challenges for family communication. We will examine how communication supports family functioning in a variety of structures. |
| **Describe course assessments** | Exams, Group Project |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4240 S17 syllabus VanLear.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172879&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C64b7a002a75547c50c2c08d7ca9f2216%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200657131852610&sdata=NoMevQsWoL55OKdhmPDB1pWk%2FFgWjBIPdtQtk0nkPbU%3D&reserved=0) | 4240 S17 syllabus VanLear.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/14/2020 - 18:29 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/14/2020 - 18:47 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20. | |

**Syllabus, Comm 4240 sec 001, Spring 2017: Marital and Family Communication; C. Arthur VanLear**

**Office, Arjona 204;** [art.vanlear@uconn.edu](mailto:art.vanlear@uconn.edu)**, 6-2631, Office hrs. TuTh 2:00-3:00, W 11-12, or apt.**

**Course Overview:**  Whereas it is common to recognize that good communication is a vital component for healthy family functioning, this course takes the position that families can exist and function **ONLY** through communication. Without communication, families, as we know them, could not exist, let alone function productively. If people are the bricks used to build families, communication is the cement and supports that keeps the structure from being just a pile of bricks. This means that communication is not just another variable or set of variables influencing family life. It is the main ingredient that makes family life possible. This course will focus on how communication creates, sustains, and contributes to family life. This course will also view the family as a *system*: “A whole which functions as a whole because of the interrelation [and interdependence] of its parts.” The only way a social system can function, *as a whole*, is through communication.

In western culture, families have undergone a radical transformation in structural variations over the past fifty years. The once typical nuclear family now accounts for only about ¼ of all family structures. Other family structures like “blended families,” “binuclear families,” as well as foster and adoptive families present unique challenges for family communication. We will examine how communication supports family functioning in a variety of structures.

**Required Readings:**

Text: LePoire, Beth A. (2006). *Family Communication: Nurturing and Control in a changing world.* Thousand Oaks, CA: Sage.

*Additional Readings:*

VanLear, C. A. (2009). Families, Definitions and Typologies. In Harry T. Reis & Susan Sprecher (Eds.), *Encyclopedia of Human Relationships*. Thousand Oaks, CA: Sage.

*Suggested Readings:*

Galvin, M., Braithwaite, D., & Bylund, C. (2015). *Family communication: Cohesion and change (9th Ed.).* Taylor & Francis.

Other readings may be included during the semester.

**Grading and assignments:**

Midterm 30%

Group Project 30%

25% Individual

75% Group

Final Exam 40%

Total 100%

Though I do not grade on attendance, I reserve the right to give pop quizzes. If you are not present, you cannot take the quiz. Quiz grades will be calculated as part of the midterm or final exam.

**GRADING SCALE: Percent of total points**

|  |  |  |
| --- | --- | --- |
| If your Current Average is greater than: | and less than: | then your Current Grade is: |
| 92.0 |  | A |
| 90.0 | 92.0 | A- |
| 88.0 | 90.0 | B+ |
| 82.0 | 88.0 | B |
| 80.0 | 82.0 | B- |
| 78.0 | 80.0 | C+ |
| 72.0 | 78.0 | C |
| 70.0 | 72.0 | C- |
| 68.0 | 70.0 | D+ |
| 62.0 | 68.0 | D |
| 60.0 | 62.0 | D- |
|  | 60.0 | F |

|  |  |
| --- | --- |
| A | Outstanding work that is superior and demonstrates an in-depth understanding of the skills and material that far surpasses the minimum expectations of a student in the class. |
| B | Above average work that demonstrates an understanding of the skills and material that exceeds the minimum requirements. |
| C | Average work, which illustrates that the student has met the minimum requirements and expectations for a particular assignment. |
| D | Below average work in which the student does not meet the minimum expectations for a given assignment. |
| F | Below average work in which little or no effort seems to have been expended by the student or the product does not justify any credit for the assignment. |

**Meaning of the grade**

**Policy and other considerations**

1. All exams must be taken on the designated day and reports must be presented on time--no make-ups.

2. Written assignments will be accepted in class on the designated day only. I will take off points for late papers (5% for every day late).

3. This is a communication class; therefore, I expect high quality participation. This includes criticisms of theories and debate with the professor. I am not an oracle. However, it is generally your responsibility to initiate such participation, though I may ask questions.

4. No texting, checking email, or social media during class! Put away cell phones. Laptops are for taking notes only.

5. **Academic Integrity:**  *A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation.*

*Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism). Cheating or plagiarism may result in failing this course and/or removal from the university.*

*See* [*http://community.uconn.edu/the-student-code-appendix-a/*](http://community.uconn.edu/the-student-code-appendix-a/) *for more information on the University's student code as it pertains to Academic Integrity.*

6. *Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships*  
The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  
More information is available at [http://policy.uconn.edu/?p=2884](https://exchange.uconn.edu/owa/redir.aspx?C=h8TXplIkQEONzx3f16gY1Fc3y9nAB9IIbmY402pWxZyT9fzF8amleeNywBmeHjn6E04XHpgn45o.&URL=http%3a%2f%2fpolicy.uconn.edu%2f%3fp%3d2884).   
7. *Sexual Assault Reporting Policy*  
To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](https://exchange.uconn.edu/owa/redir.aspx?C=h8TXplIkQEONzx3f16gY1Fc3y9nAB9IIbmY402pWxZyT9fzF8amleeNywBmeHjn6E04XHpgn45o.&URL=http%3a%2f%2fwww.ode.uconn.edu%2f) under the [Sexual Assault Response Policy](https://exchange.uconn.edu/owa/redir.aspx?C=h8TXplIkQEONzx3f16gY1Fc3y9nAB9IIbmY402pWxZyT9fzF8amleeNywBmeHjn6E04XHpgn45o.&URL=http%3a%2f%2fpolicy.uconn.edu%2f%3fp%3d2139).  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.    
More information is available at [http://sexualviolence.uconn.edu/](https://exchange.uconn.edu/owa/redir.aspx?C=h8TXplIkQEONzx3f16gY1Fc3y9nAB9IIbmY402pWxZyT9fzF8amleeNywBmeHjn6E04XHpgn45o.&URL=http%3a%2f%2fsexualviolence.uconn.edu%2f).

8. Links to other UConn policies:

* Changes to course grades <http://catalog.uconn.edu/academic-regulations/#Cha>
* Appeals of assigned course grades <http://catalog.uconn.edu/academic-regulations/#Appl2>

Links to resources:

* UConn Counseling and Mental Health Services <http://counseling.uconn.edu/>
* UConn Sexual Violence, Relationship Violence, and Stalking Awareness <http://sexualviolence.uconn.edu/>
* UConn Equity, Diversity, Equal Employment, and Affirmative Action <http://www.ode.uconn.edu/index.php>
* UConn Academic Achievement Center <http://web.uconn.edu/uconnconnects/AAC.htm>
* CLAS Academic Services Center <http://clasadvising.uconn.edu/>

**COURSE OUTLINE**

Date Topic Reading

Week 1 Syllabus VanLear (2009), Family, Definitions, types

Into. Definitions: Families, Comm. & Family Comm. LePoire ch. 1

Week 2 Dimensions, Types & typologies of families LePoire ch. 2

Week 3 Family Communication Theoretical perspectives LePoire ch. 3

Roles & Rules perspective

Developmental perspective & family life cycle

Week 4 Family construction of reality perspective

Social-psychological perspective & Attachment

Week 5 Evolutionary perspective & Systems perspectives

Week 6 Courtship & Mate selection LePoire ch. 4

Week 7 Marital Communication LePoire ch. 7

Marital types

Week 8 Nurturing: Communication of affect & support LePoire ch. 8

Conflict & Control in Marriage

**3/9/17**  **Midterm exam**

**3/12-3/18 Spring Break**

Week 9 Adding Children LePoire ch. 5

Week 10 Parenting LePoire ch. 6

Week 11 Sibling relationships

Week 12 Communication & Family Dysfunctions & the Family System LePoire ch. 9 & 10

**Week 13 & 14**  **Group Reports**

(Preliminary date) **Final Exam**

**Family Communication Group Assignment**

You will form small groups (about 5 members each). Each group will pick a topic in family communication to research. Your topic should be of sufficient specificity that your presentation and paper are thorough and focused, but of sufficient scope and importance that there is sufficient literature to warrant a group project. For example: “Marital communication” is far too broad given the range of issues involved and the thousands of articles on the subject. However, “sibling communication about the death of grandparents,” is probably too narrow to have produced sufficient research to engage the whole group for the semester. Ask me for help if you have problems with specifying the scope of your topic. You *could* begin with a general topic (Marital conflict) and narrow the focus as you begin to explore the literature (causes and solutions to the “confront-avoid” pattern of marital conflict). Or you may know a specific topic you would like to research now. Following are some example topics: Changes in communication across the family life cycle, Family types and communication, Communication and alcoholism/addiction in the family, Parental communication and attachment disorders in children, Family coalitions and family conflict, Demand-withdraw patterns in marital conflict, Differences in marital conflict across different types of marriage, Sex differences in marital communication, Sex differences in parenting communication, Relational control and marital communication, etc. This is not an exhaustive list, but some examples to provide you with ideas and guidance. Given that this is a communication class, your topic must focus on communication.

Once you have picked your topic (or area) you should conduct a thorough review of the literature. Your review must include a minimum of **ten** scholarly sources (two per group member) at least **five** of which must be empirical (data based) research studies. You may also cite popular literature (self-help books, popular magazine articles) if you want, but they do not count toward the ten scholarly sources. Remember, whereas there are a minimum number of references, it is not the number that is important, but how thorough the review is. If your topic has hundreds of sources and you can’t narrow it further, you need not reference everything. However, I will expect that the “seminal” sources (the most important citations from the leading authorities) be included. You’ll know these because they’re the ones everyone cites.

*Paper (50%):* Your group will write a paper that reviews the literature on the topic and tells us what we know. What are the main issues? What do we know about these issues? What do we not know? What is the evidence? What are the implications for understanding family communication? What are the implications for being more effective at engaging in family communication? Feel free to take a position on the topic, but base your position on evidence. Organize the paper around issues, not the articles that you review on those issues. The length of the paper is not what is important. Generally, it should not exceed 25 pages. The important thing is how thoroughly and clearly you present the information. It should read like a coherent single paper, not five papers strung together. Follow APA style.

*Presentation (50%):* Your group will prepare a 25 minute presentation for the class based upon your research. Whereas the content of the presentation will generally reflect the content of the paper, the audience for the presentation is your fellow class members. Therefore, the guiding principle should be: What do they most need to know about this topic?

*Group & Individual grades:* Your group will receive a grade for the paper (50%) and the presentation (50%). Together these two parts of the group grade will add comprise 75% of the total grade on the project. The other 25% is an individual grade based both on your part of the presentation and a grade awarded anonymously by your fellow group members. Because this is a group project it is very important that each member of the group does his/her share of the work.

**2020-151 COMM 4250 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15822 |
| **Request Proposer** | Stifano |
| **Course Title** | Communication and Conflict Management |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Communication and Conflict Management |
| **Course Number** | 4250 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2100 or COMM 2200 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty availability at these campuses make the course possible at the campuses selected. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 4250. Communication in Conflict Management 3.00 credits Prerequisites: COMM 1000; COMM 3200. Recommended preparation: COMM 3100 Grading Basis: Graded The principles of communication underlying conflict and its management, including negotiation and intervention strategies, in interpersonal, group/organizational, and inter-group conflict. |
| **Provide proposed title and complete course catalog copy** | COMM 3130. Communication in Conflict Management 3.00 credits Prerequisites: COMM 2100 or 2200 (formerly 3200) Grading Basis: Graded Formerly offered as COMM 4250. The principles of communication underlying conflict and its management, including negotiation and intervention strategies, in interpersonal, group/organizational, and inter-group conflict. |
| **Reason for the course action** | As part of a substantial restructuring of our undergraduate course offerings, a number of courses with low enrollments and little plan for future scheduling are being dropped to ensure an accurate course catalog. This course is one such course. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | Objectives: • Understand the theories and communication principles related to the dynamics of conflict at the interpersonal, group, organizational, and intergroup levels. • Understand the principles of conflict management from the perspective of participants. • Understand the principles and practices of conflict management and intervention from a third-party perspective. |
| **Describe course assessments** | Exams, Class Project, and Conflict Intervention Program. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4250 S17 syllabus VanLear.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172874&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ccf8e316acc2d4d1fd83808d7ca9fdc89%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200660257882071&sdata=VGHO8NbECoDa8eIfEAZOnby3gDAsqNO0zbOCiKV9uGk%3D&reserved=0) | 4250 S17 syllabus VanLear.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/14/2020 - 15:40 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/14/2020 - 15:48 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

#### Comm 4250: Communication in Conflict Management

C. Arthur VanLear, Ph.D. : **Office**, Arjona 204; **Office Hrs.,** TuTh 2:00-3:00, W 11-12, or apt.

### Phone: 486-2631; E-Mail: art.vanlear@uconn.edu

**Required reading:** The required text for the course is:

Folger, J.P., Poole, M.S., & Stutman, R.K. (2013). *Working through conflict: Strategies for relationships, groups, and organizations (7th ed.).* Boston: Pearson.

There may be other required and suggested readings. I will assign these at a future date.

**Course Overview:** Faulty communication is one of the most frequently cited causes of conflict and improved communication is the most frequently recommended remedy for conflict. This class assumes that conflict *is* a communication process. That process may be managed effectively to yield beneficial results or spiral out of control with disastrous results.

Conflict occurs in a variety of communication contexts and these contexts are important to the nature of the conflict and how it can be managed. This includes the principles of conflict management, negotiation, and intervention.

This class will explore principles related to interpersonal, small group, organizational, and inter-group conflict.

**Objectives:**

* Understand the theories and communication principles related to the dynamics of conflict at the interpersonal, group, organizational, and intergroup levels.
* Understand the principles of conflict management from the perspective of participants.
* Understand the principles and practices of conflict management and intervention from a third-party perspective.

**Assignments & Grading: Two options**

# Midterm exam 100 pts

Final exam 200 pts

Intervention Program 100 pts

Group 75%

Individual 25%

Class Project 50 pts

Total 450 pts

I reserve the right to give pop quizzes, extra credit, or to award or detract points for participation (not to exceed 10%).

**Assignments**

**Intervention Program:** Students will form small groups (4-6 members). The group will either review conflict intervention programs of a particular type (e.g., Marital, group, international) and the literature that assesses their effectiveness, select a program, and evaluate its effectiveness. **Or** they will review the literature on conflict intervention programs of a particular type and develop their own program.

More extensive information on both options will be forthcoming.

**Class Project on Police Community Relations:** Students within the class will participate in helping set up a day-conference/forum on Police community relations. This forum will bring together major stake holders (e.g., representatives from law enforcement, States Attorney General, community leaders and activists) to try to come up with constructive solutions to the problems of Police-Community relations in various local communities.

**GRADING SCALE: Percent of total points**

|  |  |  |
| --- | --- | --- |
| If your Current Average is greater than: | and less than: | then your Current Grade is: |
| 92.0 |  | A |
| 90.0 | 92.0 | A- |
| 88.0 | 90.0 | B+ |
| 82.0 | 88.0 | B |
| 80.0 | 82.0 | B- |
| 78.0 | 80.0 | C+ |
| 72.0 | 78.0 | C |
| 70.0 | 72.0 | C- |
| 68.0 | 70.0 | D+ |
| 62.0 | 68.0 | D |
| 60.0 | 62.0 | D- |
|  | 60.0 | F |

**Meaning of Grades:**

|  |  |
| --- | --- |
| A | Outstanding work that is superior and demonstrates an in-depth understanding of the skills and material that far surpasses the minimum expectations of a student in the class. |
| B | Above average work that demonstrates an understanding of the skills and material that exceeds the minimum requirements. |
| C | Average work, which illustrates that the student has met the minimum requirements and expectations for a particular assignment. |
| D | Below average work in which the student does not meet the minimum expectations for a given assignment. |
| F | Below average work in which little or no effort seems to have been expended by the student or the product does not justify any credit for the assignment. |

**Policy and other considerations**

1. All exams must be taken on the designated day and reports must be presented on time--no make-ups.

2. Written assignments will be accepted in class on the designated day only. I will take off points for late papers (5% for every day late).

3. This is a communication class; therefore, I expect high quality participation. This includes criticisms of theories and debate with the professor. I am not an oracle. However, it is generally your responsibility to initiate such participation, though I may ask questions.

4. No texting or checking email during class! Put away cell phones. Laptops are for taking notes only.

5. Please identify yourself by student number rather than by name on all written assignments. I will not associate your name with the comments or content of the assignment, only the grade.

5. **Academic Integrity:**  *A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation.*

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More information is available at [http://policy.uconn.edu/?p=2884](https://exchange.uconn.edu/owa/redir.aspx?C=h8TXplIkQEONzx3f16gY1Fc3y9nAB9IIbmY402pWxZyT9fzF8amleeNywBmeHjn6E04XHpgn45o.&URL=http%3a%2f%2fpolicy.uconn.edu%2f%3fp%3d2884).   
7. *Sexual Assault Reporting Policy*  
To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](https://exchange.uconn.edu/owa/redir.aspx?C=h8TXplIkQEONzx3f16gY1Fc3y9nAB9IIbmY402pWxZyT9fzF8amleeNywBmeHjn6E04XHpgn45o.&URL=http%3a%2f%2fwww.ode.uconn.edu%2f) under the [Sexual Assault Response Policy](https://exchange.uconn.edu/owa/redir.aspx?C=h8TXplIkQEONzx3f16gY1Fc3y9nAB9IIbmY402pWxZyT9fzF8amleeNywBmeHjn6E04XHpgn45o.&URL=http%3a%2f%2fpolicy.uconn.edu%2f%3fp%3d2139).  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.    
More information is available at [http://sexualviolence.uconn.edu/](https://exchange.uconn.edu/owa/redir.aspx?C=h8TXplIkQEONzx3f16gY1Fc3y9nAB9IIbmY402pWxZyT9fzF8amleeNywBmeHjn6E04XHpgn45o.&URL=http%3a%2f%2fsexualviolence.uconn.edu%2f).

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* Appeals of assigned course grades <http://catalog.uconn.edu/academic-regulations/#Appl2>

Links to resources:

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* UConn Sexual Violence, Relationship Violence, and Stalking Awareness <http://sexualviolence.uconn.edu/>
* UConn Equity, Diversity, Equal Employment, and Affirmative Action <http://www.ode.uconn.edu/index.php>
* UConn Academic Achievement Center <http://web.uconn.edu/uconnconnects/AAC.htm>
* CLAS Academic Services Center <http://clasadvising.uconn.edu/>

**Course Outline**

Topic Date Reading

I. Introduction & Definitions Week 1 FPS intro.

II. Communication & Conflict Week 2 FPS ch. 1

FPS Model

Properties of Conflict Interaction

III. The Inner experience of Conflict Weeks 3-4 FPS ch. 2

Psycodynamics (revamped)

Social Cognition

Emotion & Developmental Interactionism

1. Conflict Interaction Weeks 5-6 FPS ch. 3

Phases/Stages of Conflict,

Interaction Patterns,

Framing & Context,

Social Identity

V. Styles, Strategies & Tactics Week 7 FPS ch. 4

1. Power & Control Week 8 FPS ch. 5

VII. Face-Saving Week 9 FPS ch. 6

*Midterm Exam FPS chs. 1-5*

VIII. Climate Week 10 FPS ch. 7

1. Managing Conflict Week 11-12 FPS ch. 8

X. 3rd Party Intervention Week 13-14 FPS ch. 9,

*Final Exam* Comprehensive

**2020-152 COMM/LLAS 4320 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15825 |
| **Request Proposer** | Stifano |
| **Course Title** | Media and Diverse Audiences |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > Latino and Latin American Studies > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Subject Area #2** | LLAS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Latino and Latin American Studies |
| **Reason for Cross Listing** | This subject matter is of equal relevance to both disciplines. |
| **Course Title** | Media and Diverse Audiences |
| **Course Number** | 4320 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | COMM 1000; COMM 2300 or 2600 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Junior,Senior |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty reside at the Storrs Campus. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 4320. Media and Diverse Audiences Also offered as: LLAS 4320 3.00 credits Prerequisites: Open to juniors or higher. Recommended preparation: COMM 1000, 1300. Grading Basis: Graded Issues of race, ethnicity, culture, class, gender, and sexuality in mainstream and alternative media. Analysis of how diverse groups use the media, are represented in, and interpret media content. |
| **Provide proposed title and complete course catalog copy** | COMM 3320. Media and Diverse Audiences Also offered as: LLAS 3320 3.00 credits Prerequisites: Open to juniors or higher. Recommended preparation: COMM 1000; COMM 2300 (formerly 3300) or 2600 (formerly 1300). Grading Basis: Graded Formerly offered as COMM/LLAS 4320. Issues of race, ethnicity, culture, class, gender, and sexuality in mainstream and alternative media. Analysis of how diverse groups use the media, are represented in, and interpret media content. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | The only impact is shifting the course from the 4000 to 3000 level for LLAS students; this is in line with the vast majority of LLAS's other curricular offerings, which are at the 3000 level. |
| **Please provide a brief description of course goals and learning objectives** | By the end of this course, the student should have a more developed and expanded media knowledge as it relates to U.S. ethnic populations and other population segments. It is desired that the student will gain more sophisticated knowledge about ethnicity, race, culture, social class, and gender. This course is for any student who (1) is planning a career in the communication field (2) wishes to have a more complex understanding of mass media in a diverse world. A goal of this class is to offer students an environment in which they take a serious look at general market (mainstream) media, alternative media and specialized audience segments. |
| **Describe course assessments** | Essays, Discussion, Quizzes, Exams |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4320 syllabus F18 Rios.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172877&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2eeb2efea1a844c2fc8108d7ca6d8e67%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200444199288043&sdata=4wcYpANYWa1i5i1LAS7wfkWBUhHGlTVOQzzicXw3c3g%3D&reserved=0) | 4320 syllabus F18 Rios.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/14/2020 - 17:08 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/14/2020 - 18:24 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20. | | Latino and Latin American Studies | Anne Gebelein | 03/16/2020 - 13:24 | Approve | 3/16/2020 | El Instituto is in support of these changes and find that 3000-level better identifies this course for students | |

**2020-153 COMM 4430 Revise Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15835 |
| **Request Proposer** | Stifano |
| **Course Title** | International Communication and Conflict |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | International Communication and Conflict |
| **Course Number** | 4430 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2200 (formerly 3200) and COMM 2500 (formerly 3100) |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty with this expertise reside at the Storrs campus. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 4430. International Communication and Conflict 3.00 credits Prerequisites: COMM 1000 and 1300 Open to juniors or higher Recommended preparation: COMM 3100 or 3200 Grading Basis: Graded Communication in international conflicts and crises. Negotiation, mediation, and transformational approaches; globalization and the media; communication in war and peace; cultural, social, political, and economic effects. |
| **Provide proposed title and complete course catalog copy** | 4411. International Communication and Conflict 3.00 credits Prerequisites: COMM 2200 (formerly 3200) and 2500 (formerly 3100). Grading Basis: Graded Formerly Offered as COMM 4430. Communication in international conflicts and crises. Negotiation, mediation, and transformational approaches; globalization and the media; communication in war and peace; cultural, social, political, and economic effects. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This course covers to crises that develop from interpersonal, intergroup, inter-organizational, intercultural conflict, leading to strife between nations. Theoretical and practical perspectives will be addressed. Our goal is to help you see crises and conflicts, know how to analyze them, and make good decisions about intervention choices. Hence, this course is more about strategic communication than interpersonal communication. Topics will focus on understanding international conflict processes, negotiation and mediation. Among the skills that will be developed are international conflict analysis and mediation. Topics covered include communication about global struggles over resources such as water, food, energy, air, and peace/human rights. Students are required to attend three hours of instruction each week. During lecture, students will become familiar with a broad range of inter-issues, from disagreements and discourse between people, groups, organizations, cultures, and nations. Case study analyses of specific clashes focusing on social, political, and cultural topics will be presented. The course will also feature group activities and group presentations. Students are expected to actively contribute and not passively absorb information to make the course valuable for everyone. |
| **Describe course assessments** | Exams, Participation, Group Evaluations |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4430 International Communication Syllabus S18 Hamilton.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172910&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C7abc6af2697941b04dcd08d7c90ebc19%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637198937444657086&sdata=Ad8MCXCcMtQuc%2FEJG1EbyOIRNMlskUhi%2FKgS%2B86Peb8%3D&reserved=0) | 4430 International Communication Syllabus S18 Hamilton.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/15/2020 - 11:34 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/15/2020 - 11:43 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

SYLLABUS

COMMUNICATION 4430

INTERNATIONAL COMMUNICATION

**Professor:** Dr. Mark Hamilton

**Office:** Arjona 202

**Telephone Number:** 860-486-4569

**Email:** mark.hamilton@uconn.edu

Office Hours: 3:30-4:30 Tuesday, Thursday 9:30-10:30, Friday 2:30-3:30, ARJ 202 by appointment in ADVAPP

**COURSE DESCRIPTION & OBJECTIVES:**

This course covers to crises that develop from interpersonal, intergroup, inter-organizational, intercultural conflict, leading to strife between nations. Theoretical and practical perspectives will be addressed. Our goal is to help you see crises and conflicts, know how to analyze them, and make good decisions about intervention choices. Hence, this course is more about strategic communication than interpersonal communication. Topics will focus on understanding international conflict processes, negotiation and mediation. Among the skills that will be developed are international conflict analysis and mediation. Topics covered include communication about global struggles over resources such as water, food, energy, air, and peace/human rights.

Students are required to attend three hours of instruction each week. During lecture, students will become familiar with a broad range of inter-issues, from disagreements and discourse between people, groups, organizations, cultures, and nations. Case study analyses of specific clashes focusing on social, political, and cultural topics will be presented. The course will also feature group activities and group presentations. Students are expected to actively contribute and not passively absorb information to make the course valuable for everyone.

**REQUIRED MATERIALS:**

Hamilton, M. (2008).*Persuasion: Changing Beliefs and Attitudes*.  Available on HuskyCT.

Fisher, R. & Ury, W. *Getting to Yes*. Available on HuskyCT

See Reading List for additional readings.

*Age of Empires II, HD*, <http://store.steampowered.com/app/221380/>; Apple version also available online

**RECOMMENDED READING:**

Webel, C. & Galtung, J. (2005). *Handbook of Peace and Conflict Studies*. New York: Routledge.

**POINT ALLOCATION**

Midterm Examination = 25 pts.

Final Examination = 25 pts.

### Class Participation = 15 pts., including attendance and participation in class activities

Analysis of historical conflicts = 10 pts. (individual achievements on *Age of Empires*)

### Final Group Evaluation = 25 pts.

* + Analysis of your groups’ interaction during the semester: 5 pts.
  + Quality of group presentation, oral presentation of PowerPoint deck: 10 pts.
  + Written analysis of a group conflict (historical analysis based on AoE up to present): 10 pts.

**TOTAL = 100 PTS. POSSIBLE**

**VERY IMPORTANT DATES TO REMEMBER:**

**MIDTERM EXAM**: March 4th

**FINAL EXAM:** May 6th

**EXAMS:**

All exams will be in multiple-choice format. You will need to bring a No. 2 pencil.

**TEAM PRESENTATIONS:**

Each student will participate in a 4-person group to conduct an in-depth analysis of a particular historical, social, psychological conflict between two or more cultures/nations during the semester. The analysis outline form can be found at the end of this syllabus document. You will be required to provide the written analysis to the instructor prior to your presentation. Each member of the group will receive the same number of points for the group presentation. If a student in any group is absent the day of the presentations without prior approval of the instructor for religious observance, funeral attendance or illness, the presentation point total will be reduced since all students in the group must participate and be present for the presentation. If there is instructor approval, the remaining group members can give the presentation without penalty of a grade reduction. There is no make up for a presentation if it is missed without instructor approval.

**FINAL TEAM ANALYSIS:**

On April 5th, your group will be expected to hand in a report analyzing the group interaction process in your group focusing specifically on conflict management issues. An outline of that analysis will be presented later in the semester. This analysis will be worth 5 points.

### CLASS PARTICIPATION:

A total of 15 points will be allocated to class participation. For each of the lecture and presentation sessions beginning the second week of class, students will be asked to provide a response paper to the topic or activity addressed in the session. Each response paper will be worth 3 points.

**ANALYSIS OF HISTORICAL CONFLICTS**

Students earn points (up to 10) for playing a limited number of campaigns in the *AoE* game. Points are allocated as follows:

|  |  |  |
| --- | --- | --- |
| Points | Campaign | Alternate |
| 1 | William Wallace (1) Marching and fighting, (2) Feeding the army, (3) Training the troops, (4) Research and technology |  |
| 1 | (5) The battle of Sterling, (6) Forge an alliance, and (7) The battle of Falkirk |  |
| 1 | Joan of Arc, (1) An unlikely messiah | (2) The Maid of Orleans |
| 1 | Saladin, (1) An Arabian knight | (2) Lord of Arabia |
| 1 | Genghis Kahn, (1) Crucible | (2) Life After Vengeance |
| 1 | Barbarossa, (1) Holy Roman Empire | (2) Henry the Lion |
| 1 | Attila the Hun, (1) The scourge of God | (2) The Great Ride |
| 1 | El Cid, (1) Brother against brother | (2) The Enemy of My Enemy |
| 1 | Montezuma, (1) Reign of Blood | (2) The Triple Alliance |
| 1 | Battles of the Conquerors, (1) your choice among the seven available |  |

Safety Valve: If you become frustrated or bored with the first game within a campaign, send me a screenshot of the Achievements Page when you stop. You can do one of the alternative games listed above instead of the game you stopped.

Collaboration: You are encouraged to help your friends in the class but you will all need to send in individual screen shots of your Achievement page. You can use social media or call one another if you are in a crisis in a game.

### MAKE-UP POLICY:

The following is under what circumstances exams or response papers can be made up by students and the steps to be taken by the student. Make-ups must take place within SEVEN days that the student returns to campus. Otherwise, we will assume the student did not want to make up the assignment or exam.

* **RELIGIOUS OBSERVANCE/ILLNESS/DEATH IN THE FAMILY.** Consistent with university policy, we will accommodate students’ religious observance days, illness, or death in the family by re-scheduling any response papers or exams that conflict with those observances. It is necessary that students inform the instructor of such scheduling conflicts ***in advance*** so that arrangements can be made. Any excuse for illness or death in the family must be accompanied by a written documentation of the issue. For religious observances, we must have an email note ***in advance*** indicating when the student will be absent.

**PLAGIARISM:**

Plagiarism and/or cheating of **any** kind on **any** assignment will result in ***failure of the entire course.*** This is consistent with university policy. This includes plagiarism of homework and of speech outlines as well as cheating on quizzes or exams.

**OFFICE HOURS:**

Dr. Hamilton is happy to discuss course content and related issues with you. Drop by his office hours or schedule a time to talk with him in his office.

CRISIS AND CONFLICT, SPRING 2016: CLASS SCHEDULE, READINGS DUE, & ASSIGNMENTS

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **LECTURE TOPIC** | **READING** | **RECITATION TOPIC/ACTIVITY** |
| 1  (JAN 8) | Introduction to Conflict: Definitions, Crisis as Trauma, Constructive and Destructive Interaction, Judging outcomes | Review Syllabus, Ramsbothum et al (2011) Ch 1 | Form 4-person groups; Intro to AoE; the Scotland-England conflict (7 Episodes); William Wallace as Braveheart; implications for today’s Scottish independence movement |
| 2  (JAN 15) | No Class: |  |  |
| 3  (JAN 22) | Properties of International Conflict: Effective conflict management; properties of conflict interaction | Introductions -- W&G: Ch 1 & 2 | Anglo-Saxon Strife: English-French 100 years war; Joan of Arc, mingling of cultures |
| 4  (JAN 29) | The International Conflict & Crisis Experience: psychodynamics, emotion, social cognition | Negotiation & Mediation -- Carnevale & Pruitt (1992) | Cross-Crescent conflict: Saladin and the Crusades; implications for today’s conflicts in Syria, Iraq, Afghanistan, Israel, Egypt |
| 5  (FEB 5) | Theories of Cultural and Cross cultural Conflict: stage and sequence models; interdependence, reciprocity, compensation; framing; social identity and intergroup interaction | Negotiation & Mediation -- W&G: Ch 3& 4 | Eurasian conflict: the Mongols invade Asia and Eastern Europe under the Great Kahn’s empire; implications for Uyghurs & Beijing, Afghanistan & Georgia, Muslims & Jews |
| 6  (FEB 12) | Conflict Strategies and Tactics: typologies; antecedents and consequences of strategies | Culture -- Obanyan (1999); W&G: Ch 5 | The Holy Roman Empire: Barbarosa and its European Factions |
| 7  (FEB 19) | Power: strategies for communicative control; balance of power, power sharing; Hofstede dimensions | Cross-cultural -- W&G: Ch 6-8 | Conflict in Eurasia: Attila the Hun as an early Hungarian; implications for the Roman Empire, Eastern Europe; relationship with Persia |
| 8  (FEB 26) | Review for Midterm Examination | Screenshots for campaigns due | The Champion of Spain: El Cid Battles the Moors |
| 9  (MAR 4) | **MIDTERM EXAM** | **No Reading** | **No Recitation** |
| 10  (MAR 11) | Face Work: dimensions of face; threats to face and loss of face, face-saving and face giving; face across cultures | Training to transcend conflict -- W&G: Ch 9 | The leader of the Aztecs: Montezuma conquers his rivals |
| 11  (MAR 18) | Conflict and Crises with Social Media; International Responses to Protest Movements | FORUM on problem solving -- Kelman, Mitchell, & Stein | Battles of the Conquerors: Tous (more Cross-Crescent conflict: Charles Martel saves the Frankish Empire from the Moors and Berbers), Vindlandsaga (follow Erik the Red), Hastings (William the Conqueror in more English-French conflict) |
| 12  (MAR 25) | History, climate, and organizations in conflict zones | Nonviolence -- W&G: Ch 10 | Agincourt (English King Henry the V escapes disaster in France), Kyoto (unify the Japanese islands), Noryang Point (feel the power of the turtleships as Korea defends against Japanese hegemony) |
| 13  (APR 1) | Cross-cultural Ethics; Groups in Crisis | Human Rights -- W&G: Ch 11 |  |
| 14  (APR 8) | Managing Conflicts: normative model and differentiation, procedures and techniques; addressing crises | Reconciliation -- W&G: Ch 12 | Word and PowerPoint files due for Team Projects; |
| 15  (APR 15) | Managing Health Crises: Water, Food, Air, Energy | Self-regulation -- W&G: Ch 13 | Presentations: (Groups 1-3); |
| 16  (APR 22) | Third Party Intervention; gender: Moves and Countermoves; Relational contexts; negotiation and mediation | Gender: W&G -- Ch 14 | Presentations: (Groups 4-6); |
| 17  (APR 29) | Review for Final Examination | Screenshots due | Presentations: (Groups 7-9); |
| 18  (MAY 6) | **FINAL EXAM**  **13:00 to 16:00** |  |  |

**Team Presentation Format**

The goal of the presentations is to provide students with an understanding of how the conflict principles discussed in class can be applied to real world settings.

**Part 1**: The first step in preparing the presentation is to select a conflict to present to the class. Your team should review the various conflicts covered in *Age of Empires* as a place to start, then look at the news media. The newspaper and internet are filled with conflicts focusing on local, national, and international issues. Select one conflict that your team is interested in; the conflict may still be ongoing or have been resolved over time, resulting in occasional conflict or complete harmony. Each member of the team should play the entire set of episodes in the campaign in order to prepare for the analysis -- providing the **Achievement Page** screen shots with your nicknames. For example, there are seven episodes in the Scotland-England (William Wallace) campaign.

Within the class, each of the *Age of Empires* campaigns can only be presented once by a team in the class so make your selection as early as possible to reserve the campaign you like most.

**Part 2**: Second, you will need to complete a 3-5 page paper, double-spaced, that addresses five issues:

1. Provide a one-paragraph overview of the conflict, describing the history of the conflict. The campaigns in *AoE* feature conflicts that have festered before the campaign begins so detail the full history of the conflict and how it began. Include a description of the people, circumstances, issues, and outcome of the conflict and/or its current status.
2. Conduct an issue analysis of the conflict. What were/are the issues from each party’s perspective? There are always multiple issues that people are concerned with and your job is to provide a sense of these issues associated with each side.
3. Conduct a danger/opportunity analysis of the conflict. Every conflict can be both destructive and constructive. What were/are the potential dangers that might turn the conflict into a destructive experience for both parties, and what opportunities does the conflict present that parties could explore if they could see them?
4. Conduct the focus-area analysis of the conflict. For example, if the focus area is conflict levels, then you would need to identify how the conflict escalated from a low level latent conflict to a fight, for example. The lectures will present the focus area analysis a week before the presentations are due for each group.
5. Finally, present an intervention plan. What were/are the goals in managing the conflict? If you were advising the parties on how to manage the dispute, what perspectives, resources, or strategies would you advise them to pursue to turn the conflict into a constructive activity.

**Part 3**: Third, prepare your presentations for the class in a PowerPoint format. Provide pictures, illustrations, video clips, etc., to make your presentation particularly interesting for the class. Plan on no more than a 20 minute presentation with about 5 minutes for questions. Bring your presentation on a thumb drive so you can use the equipment in the classroom for the presentation.

**Grading**: Half the points will be allocated to the written analysis and half to the presentation quality.

Appendix A

Required Readings:

1. Ramsbothom, O., Woodhouse, T. & Miall, H., (2011). *Contemporary Conflict Resolution*. Chapter 1. UK: Polity Co.
2. Carnevale, P. J. & Pruitt, D. G. (1992). Negotiation and mediation. *Annual Review of Psychology, 43*, 531-582.
3. Ohanyan, A. (1999). Negotiation culture in a post-Soviet context: An interdisciplinary perspective. *Mediation Quarterly, 17*, 83-104.

**Forum on Negotiation as Problem Solving:**

1. Kelman, H. C. (1999). Interactive Problem Solving as a Metaphor for InternationalConflict Resolution:Lessons for the Policy Process. *PEACE AND CONFLICT: JOURNAL OF PEACE PSYCHOLOGY. 5*(3), 201-218.
2. Mitchell, C. (1999). Negotiation as Problem Solving: Challenging the Dominant Metaphor. *PEACE AND CONFLICT: JOURNAL OF PEACE PSYCHOLOGY, 5(3)*, 219-224.
3. Stein, J. G. (1999). Problem Solving as Metaphor: Negotiation and Identity Conflict. *PEACE AND CONFLICT: JOURNAL OF PEACE PSYCHOLOGY, 5(3)*, 225-235.

Recommended Readings:

1. Bigas, H. (Ed.), 2012. *The Global Water Crisis: Addressing an Urgent Security Issue*. Papers for the InterAction Council, 2011-2012. Hamilton, Canada: UNU-INWEH.
2. Somavia, J. (2011). World Economic Crisis: Causes, responses and challenges. Geneva: International Labor Office.
3. Torczyner, J. (1978). Dynamics of strategic relationships. *Social Work, $$*, 467-474.

**2020-154 COMM/LLAS 4470 Revise Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15826 |
| **Request Proposer** | Stifano |
| **Course Title** | Soap Opera/Telenovela |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > Latino and Latin American Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Subject Area #2** | LLAS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Latino and Latin American Studies |
| **Reason for Cross Listing** | This course has equal value to students of both disciplines. |
| **Course Title** | Soap Opera/Telenovela |
| **Course Number** | 4470 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | COMM 1000; COMM 2300 or COMM 2600 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Junior,Senior |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty availability at these campuses make the course possible at the campuses selected. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 4470. Soap Opera/Telenovela Also offered as: LLAS 4470 3.00 credits Prerequisites: Open to juniors or higher. Recommended preparation: COMM 1000 and COMM 3300. Grading Basis: Graded Socio-cultural functions of soap operas/telenovelas as mediated serials constructed by commercial organizations and consumed by United States and global audiences. |
| **Provide proposed title and complete course catalog copy** | COMM 3322. Soap Opera/Telenovela Also offered as: LLAS 3322 3.00 credits Prerequisites: Open to juniors or higher. Recommended preparation: COMM 1000; COMM 2300 (formerly 3300) or 2600 (formerly 1300). Grading Basis: Graded Formerly offered as COMM/LLAS 4470. Socio-cultural functions of soap operas/telenovelas as mediated serials constructed by commercial organizations and consumed by United States and global audiences. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | The lone effect of this CAR is the movement of the course from the 4000- to the 3000-level for LLAS. Given that LLAS offers most of their advanced seminars at the 3000 level, we do not foresee any significant issues with this change. |
| **Please provide a brief description of course goals and learning objectives** | At the completion of this course, you should be able to: 1. Identify international and domestic television programs of particular social and commercial value in soap opera/drama/telenovela history. 2. Identify motivating factors (e.g. nation’s technological development level, profit, consumer desires) involved in global flows (distribution, export, import, ideas) of television programs. 3. Differentiate unique country styles for content (e.g. aesthetics, length, themes, technical quality, etc.) among international and domestic television programs. 4. Recognize modes of television program delivery (how available e.g. satellitedish, DVD, Internet, legacy TV). 5. Specify the kinds of television program content that can have deleterious (harmful) impact on viewers. 6. Evaluate how television programs have the potential to inform and educate viewers for social good. The final course grade will be based upon the following required components: |
| **Describe course assessments** | Discussion, Quizzes, Exams |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4470 F19 syllabus Rios.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172878&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2429b78055f949a288b008d7ca6c9c7d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200440140704001&sdata=mnbq6JTmzY8IIHh%2FCwHqh1M8u7u7BwG8eUQTkmv6QzM%3D&reserved=0) | 4470 F19 syllabus Rios.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/14/2020 - 17:57 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/14/2020 - 18:24 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20. | | Latino and Latin American Studies | Anne Gebelein | 03/16/2020 - 13:25 | Approve | 3/16/2020 | El Instituto is in support of these changes and find that 3000-level better identifies this course for students | |

**2020-155 COMM 4500 Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15828 |
| **Request Proposer** | Stifano |
| **Course Title** | Nonverbal Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences > Return > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Nonverbal Communication |
| **Course Number** | 4500 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture. |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2200 (formerly 3200) or COMM 2500 (formerly 3100) |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty who teach this course are located at the Storrs Campus. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 4500. Nonverbal Communication 3.00 credits Prerequisites: Open to juniors or higher. Recommended preparation: COMM 3000. Grading Basis: Graded Facial expression, body movement, spatial behavior and para-language, with a consideration of applications for information theory. |
| **Provide proposed title and complete course catalog copy** | 3240. Nonverbal Communication 3.00 credits Prerequisites: COMM 2200 (formerly 3200) or COMM 2500 (formerly 3100) Grading Basis: Graded Formerly offered as COMM 4500. Facial expression, body movement, spatial behavior and para-language, with a consideration of applications for information theory. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | Introduces Undergraduate Students to current and emerging theory, methodology, and literature in nonverbal communication. |
| **Describe course assessments** | Exams; Optional Paper |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4500 syllabus F18 Buck.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172880&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2720bc16ef644f0ee0df08d7c92175ff%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637199017881691391&sdata=eot9laWSjG6jul%2F3ahCnm%2BvPIQ5aFvTM1FSXPoO27wo%3D&reserved=0) | 4500 syllabus F18 Buck.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/14/2020 - 18:51 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/14/2020 - 19:10 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20. | | College of Liberal Arts and Sciences | Pamela Bedore | 03/15/2020 - 16:34 | Return |  | Returning to proposer to use current course number on first tab (Course Info). Thanks! PB. | | Return | Stephen C Stifano | 03/15/2020 - 16:38 | Resubmit |  | fixed | | Communication | Stephen C Stifano | 03/15/2020 - 16:38 | Approve | 3/11/2020 | Fixed | |

**2020-156 COMM 4630 Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15833 |
| **Request Proposer** | Stifano |
| **Course Title** | Communication Technology and Social Change |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Communication Technology and Social Change |
| **Course Number** | 4630 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2300 (formerly 3300) or 2600 (formerly 1300) |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty with this expertise reside at the Storrs campus. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 4630. Communication Technology and Social Change 3.00 credits Prerequisites: COMM 1000 or instructor consent; open to juniors or higher. Grading Basis: Graded Examination of new communication technologies and their influence on social change. Provides a foundation for students with professional as well as academic interests in communication technology. |
| **Provide proposed title and complete course catalog copy** | 3605. Communication Technology and Social Change 3.00 credits Prerequisites: COMM 2300 (formerly 3300) or 2600 (formerly 1300) Grading Basis: Graded Formerly offered as COMM 4630. Examination of new communication technologies and their influence on social change. Provides a foundation for students with professional as well as academic interests in communication technology. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | Course objectives \*Better understand the fundamentals of communication, including the electromagnetic spectrum and how it’s regulated and used by different applications; \*Improve your knowledge of the new media diffusion process; \*Appreciate dual-effects conceptions (i.e., pros & cons) stemming from emerging digital media; \*Locate scholarly literature on the adoption and diffusion of communication technology; \*Students should be more adept at preparing and delivering a scholarly presentation on new media. |
| **Describe course assessments** | Exams, Presentation, Participation. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4630 S19 Syllabus Atkin.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172908&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C48b50d923ae44dafa9fa08d7c90f9330%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637198941035949193&sdata=X5ZiIPnn%2FuZCyMCoq2MeexxiEptEoH0WVEBquNFUgQA%3D&reserved=0) | 4630 S19 Syllabus Atkin.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/15/2020 - 10:33 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/15/2020 - 10:42 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

**2020-157 COMM 4930/W Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15844 |
| **Request Proposer** | Stifano |
| **Course Title** | Public Relations Writing |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Public Relations Writing |
| **Course Number** | 4930 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | No |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 3530 (formerly 4820); ENGL 1007 or 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty with Expertise in this area work at the Storrs campus. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 4930W. Public Relations Writing 3.00 credits Prerequisites: COMM 4820; ENGL 1010 or 1011 or 2011; open to juniors or higher. Grading Basis: Graded Philosophy and practice of good, ethical and effective public relations for advanced students. Writing projects such as press releases, media advisories, briefing packets, speech introductions, brochures, newsletters, and op-eds. |
| **Provide proposed title and complete course catalog copy** | COMM 4530W. Public Relations Writing 3.00 credits Prerequisites: COMM 3530 (formerly 4820); ENGL 1007 or 1010 or 1011 or 2011 Grading Basis: Graded Formerly Philosophy and practice of good, ethical and effective public relations for advanced students. Writing projects such as press releases, media advisories, briefing packets, speech introductions, brochures, newsletters, and op-eds. |
| **Reason for the course action** | Change of the course number as part of our curricular revisions |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Course Objectives: This course is designed to provide you with the insight and skills to develop written materials that communicate with various publics and stakeholders. This naturally requires you to conduct research about the topic, the industry, the media outlets and the stakeholders. You should become regular consumers of newspapers, magazines, social media, blogs and broadcast. Nothing will help you more in this class than reading the news. Some assignments may contribute to your portfolio for an internship or job. |
| **Describe course assessments** | Multiple written assignments related to Public Relations, as seen in the syllabus. |
| **General Education Goals** | This course provides students with practical experience in the written area of Public Relations, which is an extensive domain. Students write and edit written work extensively in this course in line with the profession of Public Relations. GEOC-W: This course has not been fundamentally changed, only the course number has been revised. |
| **Writing Competency** | As seen in the syllabus, this course involves a number of written assignments that utilize writing in a variety of ways. Students work regularly as writers in the course in preparation for careers in Public Relations. GEOC-W: This course has not been fundamentally changed, ONLY THE COURSE NUMBER HAS BEEN REVISED. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4930W S19 Syllabus Grantham.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172922&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cafd4301df6a94da9e1a708d7ca957233%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200615522310754&sdata=vaQvpupQcthEHzIkOIQHJZiBm%2By6zfRrtxQV2zpEY0c%3D&reserved=0) | 4930W S19 Syllabus Grantham.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/15/2020 - 17:13 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/15/2020 - 17:21 | Approve | 3/11/2020 | Approved by COMM Faculty for renumbering 3/11/20 | |

COMM 4930W    **©**Grantham Public Relations Writing Syllabus           Spring 2019

Dr. Susan Grantham                                                   Email – [susan.grantham@uconn.edu](mailto:susan.grantham@uconn.edu)

Classroom - STRS 303

Office Hours - by appointment or SKYPE (drsusangrantham)

**Course Objectives:** This course is designed to provide you with the insight and skills to develop written materials that communicate with various publics and stakeholders. This naturally requires you to conduct research about the topic, the industry, the media outlets and the stakeholders. You should become regular consumers of newspapers, magazines, social media, blogs and broadcast. Nothing will help you more in this class than reading the news. Some assignments may contribute to your portfolio for an internship or job.

**Course Process:** This course emphasizes three key components of the public relations profession: 1) research, 2) analysis, and 3) product development. You will be required to conduct research, analyze your research, and develop the appropriate written materials plan within specific guidelines and in a timed setting. You will produce materials needed to support campaign plans such as news releases, social media calendars, newsletters, etc. There is an assignment due in each class. I will consistently critique your work in order to increase your confidence in your ability to write in a timed setting.

**Required Textbook:** Bring the book with you to class each week!

* The PR Style Guide – Formats for Public Relations Practice 3rd Edition – Barbara Diggs-Brown.
* Additional readings listed on the class Blackboard site.

**Class Participation:** Public relations is a participatory profession. Therefore you must be prepared to discuss the assigned reading, use critical thinking to analyze content and be prepared to form a position based on your reading and analysis. We also briefly discuss current events at the start of each class in relationship to stakeholder groups. You need to be up to date on events that are occurring in the world.

**Make-up Exam Policy:** There will be no makeup exams with the exception of a family emergency or an injury/illness requiring hospitalization or quarantine. In any of these cases please contact the dean’s office who will then send your instructors verification that you were unable to attend/participate in class that day.

**Writing Course Policy:** Per UConn’s Policies on Writing courses, you must pass the writing components of this course in order to pass the course as a whole.

**Grading Structure:**Grading will be based on assignments and exams. I do not round up grades. For example, if your cumulative points equal 86.5, that is a B and not a B+. Every assignment is based on your work alone.

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| Assignments | Blackboard abbr. | Pts. | Due Dates  RD/FV\* |
| Media database – in class | MD | 5 | January 29 |
| News release | NR – RD/**FV**\* | 0/10 | February 5/**February 19** |
| Pitch Letter &Factsheet | PLF - **FV** | 5 | **February 12** |
| Feature Story | FS – RD/**FV** | 0/10 | February 19/ **March 5** |
| Newsletter | NL - RD/**FV** | 0/10 | February 26/**March 12** |
| Brochure | BR – RD/**FV** | 0/10 | March 5/**April 2** |
| Individual meetings |  |  | March 12 |
| Exam 1 - online | Exam 1 | 10 | March 26 |
| Opinion editorial | OE | 5 | April 2 |
| Blog | BL | 5 | April 9 |
| Info-graphic | INGR | 5 | April 16 |
| Targeted Letter | TL | 5 | April 16 |
| Social media | SM | 5 | April 23 |
| Exam 2 - online | Exam 2 | 15 | April 30 |

\***RD = rough draft** – the first version that you write in class – I will read this and give you feedback before the final version (FV) is due. I provide a score but this is updated when you submit the FV. This version is submitted via email – [susan.grantham@uconn.edu](mailto:susan.grantham@uconn.edu).

When submitting please put these components in your subject line – your last name and name of assignment. For example – Grantham – news release. Then attach your assignment. I verify that I have received your assignment before you leave class. I will give you feedback via return email.

**FV = final version** – the reworked version that you turn in for your final score. In some instances students chose not to rework their RD version and thus that is their score for the FV as well. Not all assignments are revised – this primarily occurs in the first half of the semester.

FVs are submitted as a hard copy. Content always matters more than formatting but with the final version, you have plenty of time to perfect the formatting as well.

A couple of things to keep in mind when writing.

* There is never a th attached to a date. It is January 9, 2019 not January 9th, 2019 or even just January 9th.
* After the first instance, people are referred to by their last name only.
* Percent is always spelled out.
* Proofread your final version by reading it out loud.

**Academic Integrity.** A student who knowingly assists another student in committing acts of academic misconduct shall be equally accountable for the violation.” (See <http://www.dosa.uconn.edu/scc11.html> for more information.)  For serious offenses, typical sanctions are generally considered to be failure in the course.  For less serious offenses, it is generally failure in that portion for which you are accused of academic misconduct.

**General expectations:**

* This is not a classic lecture course – this is a writing intensive course. You will write and edit your work in class. It is up to you to keep current with news topics, writing styles, etc. Reading newspapers and news magazines will be extremely helpful to you.
* My function is to give an overview of the weekly topic and writing process (less so as we move through the semester) and to be available to answer your questions. The bulk of my work comes in providing you feedback after you have submitted the assignment.
* Check HuskyCT regularly.  This is where I will post changes, updates, and, if necessary, any schedule changes due to weather conditions.  I will also post all documents related to the course.
* There are no substitute assignments or make-up assignment options unless you are able to present me with a valid excuse (a doctor’s note or a letter related to an officially approved University activity).

Class discussions.  Our classroom in this course is a place for everyone in the class to learn as much as possible about the immense and complex field of advertising, and for all of us to exchange ideas.  We have, however, only limited time, so we must use that time wisely and efficiently.  Therefore, we have several rules:

* If anything the instructor says is not clear, please ask for clarification.  This is always not only acceptable, but encouraged.
* We will not discuss individual grades in the classroom.
* On any given issue we discuss in class, several of you may hold opposing points of view.  At all times, be courteous, listen to others, and then if you want, disagree respectfully and explain why.
* Considered, analytical critique of arguments and points of view is acceptable and encouraged.  Criticism of a personal or offensive nature, however, will not be tolerated.

Class expectations. It is common sense that we should adopt a respectful attitude toward each other. However, should you feel that this has been violated, please talk to me about the issue. Additionally, refer to <http://provost.uconn.edu/syllabi-references/> for any issues related to Policy Against Discrimination, Harassment and Related Interpersonal Violence.

Additionally, should you experience any issues or problems, feel free to share your concerns with a professor even if the issue has nothing to do with your class. Professors know a lot about resources that may help you or they may be just the sounding board that helps you resolve your problem.

**Course outline** (maybe altered for weather, or other unforeseeable incidents – I save the final exam date to make up any classes we miss and cannot accommodate without actually meeting).

The schedule for this course is fairly rigid because you write in class each week and submit your work.  Students are expected to complete readings before the class in which the topics is covered.

Tuesday – January 22

In class Introduction to the course and review of the PR principles that guide PR

writing

Selecting businesses

Organizational and industry researching for writing

Targeted letter assignment – April 16

Homework   Pages xv-xviii – Preface and Introduction

Pages 112-119 – grammar/AP Style Primer

Appendix C – Writing and Editing Exercises (we will go through all of the

exercises on January 29)

Editing marks – p. 235

Chapter 7 – media lists

Check Husky CT for examples of news release articles based on news releases

Tuesday  - January 29

In class: Writing and Editing Exercises Review

Review and discussion of some news article examples – who are the

stakeholders and publics for these articles? - what was good, what wasn’t good, overall impressions and specific writing style points.

Media databases – need for and how to develop – final version due in class

Develop a Media List  - 5 sources – one of each

1. Metropolitan Newspaper
2. Lifestyle Magazine
3. Influential blogger
4. Television station
5. Radio station

Homework: Chapter 11

Check Husky CT for examples of news articles based on news releases

Tuesday – February 5

In class: News release rough draft/self assessment (final version due February 19)

Homework: Pitch letters – Appendix A

Tuesday – February 12

In class: Pitch letter and fact sheet – final version due in class

Homework: Feature story information – pp. 64-65, 83-86, 130

Check Husky CT for examples of feature stories

Tuesday – February 19

In class: News release final version – due at beginning of class

Feature story rough draft/self assessment (final version due in class

March 5)

Homework:     Chapter 10

 Tuesday – February 26

In class: Newsletter rough draft/self assessment (final version due

March 12 – one-on-one meetings date)

Homework: None

 Tuesday – March 5

 In class: Feature story final version - due at beginning of class.

Brochure rough draft/self assessment (final version due April 2

Homework: Read Chapter 12

 Tuesday – March 12

In class: Individual meetings – final version newsletter due at the meeting

Homework: None

 March 19 – Spring Break!

 Tuesday – March 26

Exam 1 – ONLINE - You may take the exam from any location but you are not to discuss this exam with anyone. The exam window will be open during our usual class session time.

Homework: Chapter 3

Tuesday – April 2

 In class: Brochure final version due at the beginning of class

Opinion editorial – final version due in class

Homework: Read Chapters 2, 9, &13

Tuesday – April 9

In class: Blogs/Wikis – final version due in class

Homework: Read Chapter 15

Tuesday – April 16

In class: Podcasts, VNRs & Info-graphics – final version due in class

Targeted letters due at the beginning of class

Homework: None

Tuesday – April 23

 In class: Social Media review and calendar– final version due in class

 Tuesday – April 30

Exam 2 – ONLINE - You may take the exam from any location but you are not to discuss this exam with anyone. The exam window will be open during our usual class session time.

**Targeted Letter assignment:**

This project is worth 5 points. It is due to me at the beginning of class on, April 16, 2019. ***I do not accept late submissions but you may submit it anytime before the due date.***

Once you write the letter, place the letter in an addressed envelope – **DO NOT SEAL the ENVELOPE** – I have to read and grade the assignment. On-campus letters do not need stamps but all others do. I do mail these letters!

You cannot use this assignment in conjunction with your family, friends or roommates. The goal for this assignment is that you pay attention to people who are doing their job well – this is what we want to emulate in the field of public relations. Therefore the recipient of this letter should be someone not known to you where you are acknowledging their good and/or professional work.

One of the easiest and most often overlooked methods of acknowledging another person’s value is to write a letter outlining and acknowledging something this person has done well. Thus, you will type a one-page – single-spaced targeted letter based on the criteria below:

1. Think of someone who has gone out of their way to help you in the last couple of months as part of their job. This may be related to something at UConn but not necessarily.  Often times, the person who is most helpful is in a lower position in the organization. This person cannot be a family member, friend or roommate. Basically, you should have no relationship with this person.
2. Address and stamp (if off campus) the envelope to that person including a return mailing address (see next page for formatting requirements).
3. I require that you include the following information but this information alone is not enough to be considered a well developed letter:
   1. Let the person know why you are writing the letter – that you are appreciative (thankful, grateful, etc.) for their assistance (attitude, help, etc.)
   2. Be specific about what action they performed that you are thanking them for. When did it occur and what did they do?
   3. Be specific about why you appreciate this action and explain the positive impact it had on you.
   4. ***Be specific about how their action(s) have influenced your attitude toward their organization***.
4. Write a summary sentence once again expressing your appreciation.

Spelling (especially of the person’s name(s), grammar, tone, etc. count a lot!

Follow the formatting requirements found on the next page including using a **Z fold**.

Envelope components:

* Upper left – Your complete name and current return address.
* Center of envelope - The recipient’s complete name (including title if known) and current address for the person receiving the letter.
* This envelope must have a stamp if it is to be mailed to an off-campus address.

Your name/address here Stamp if mailing off campus here

|  |  |  |
| --- | --- | --- |
| Ms. Susan Grantham  111 Main Street  West Hartford, CT 06117 |  | STAMP in upper right hand corner |
|  | Mr. Josh Brown  Target Store  5439 New Britain Avenue  New Britain, CT 06119 | Name/Business/ address here |

 Letter components:

* Letter – use standard business formatting – this means single-spaced in the letter, 12-point font, 1-inch margins.

Mr. Josh Brown

Target Store

5439 New Britain Avenue

New Britain, CT 06119

 March 6, 2019

 Dear Mr. Brown:

 Body of the letter – single-spaced

 Sincerely,

*Your signed name here – use as many hard returns as necessary to accommodate the size of your signature –my signature fits inside 2 hard-returns - blue ink is best*

Susan Grantham

111 Main Street

West Hartford, CT 06117

**2020-158 COMM 4940 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15839 |
| **Request Proposer** | Stifano |
| **Course Title** | Narrative Digital Video Production |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Narrative Digital Video Production |
| **Course Number** | 4940 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2700 (formerly 2940) or Instructor Consent |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty expertise in this area resides at the Storrs campus. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 4940. Narrative Digital Video Production 3.00 credits Prerequisites: COMM 1000, 1300, and 2940, or consent of instructor; open to juniors or higher. Grading Basis: Graded Hands-on work in narrative digital video production. Students rotate through all production positions for a digital production and complete field shoots and editing for a narrative production project. Preproduction skills such as proposal and script writing, storyboarding and budgeting included in each class project. |
| **Provide proposed title and complete course catalog copy** | 4710. Narrative Digital Video Production 3.00 credits Prerequisites: COMM 2700 (formerly 2940) or consent of instructor. Grading Basis: Graded Hands-on work in narrative digital video production. Students rotate through all production positions for a digital production and complete field shoots and editing for a narrative production project. Preproduction skills such as proposal and script writing, storyboarding and budgeting included in each class project. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Upon completion of this course, you should be able to: • Thoroughly develop a narrative film idea through comprehensive preproduction. • Successfully organize and execute narrative film shoots. • Show a working knowledge of techniques for directing actors and managing a production crew. • Show proficiency in non-linear digital editing of recorded video and sound. • Assemble a successful brief trailer for a digital short film. • Use appropriate visual and sound effects to augment digital projects in post-production. • Manage a digital workflow, including backups, from capturing content through editing, final touches, and uploading to the internet. • Work successfully and consistently with others on a production team to create a narrative film project over an extended period of time. |
| **Describe course assessments** | Treatment, Screenplay, Production Binder, and Multiple Cuts of a Narrative Short Film. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4940-Syllabus-S20.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172914&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cefbdcd05f6a4496a723f08d7c90bfd3a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637198925645497788&sdata=dMK3GbYDJBA7iU0Qfs2wfNSBO3XoqeiMiBqHUWuqttU%3D&reserved=0) | 4940-Syllabus-S20.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/15/2020 - 12:27 | Submit |  | Submitted | | Communication | Stephen C Stifano | 03/15/2020 - 12:35 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

**2020-159 COMM 4941 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15840 |
| **Request Proposer** | Stifano |
| **Course Title** | Nonfiction Digital Video Production |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Nonfiction Digital Video Production |
| **Course Number** | 4941 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2700 (formerly 2940) or Instructor Consent. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty with this expertise reside at the Storrs campus. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 4941. Nonfiction Digital Video Production 3.00 credits Prerequisites: COMM 1000, 1300, and 2940 or instructor consent; open to juniors or higher Grading Basis: Graded Hands-on work in nonfiction video production. Role of documentary and informational media in various communication contexts. Students rotate through all production positions for a digital production and complete field shoots and editing for a nonfiction production project. Production skills such as proposal writing, interviewing, b-roll, and budgeting included in each class project. |
| **Provide proposed title and complete course catalog copy** | 4720. Nonfiction Digital Video Production 3.00 credits Prerequisites: COMM 2700 (formerly 2940) or instructor consent Grading Basis: Graded Formerly offered as COMM 4941. Hands-on work in nonfiction video production. Role of documentary and informational media in various communication contexts. Students rotate through all production positions for a digital production and complete field shoots and editing for a nonfiction production project. Production skills such as proposal writing, interviewing, b-roll, and budgeting included in each class project. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | This course builds upon the work we began in COMM 2940 and refines your ability to create compelling, successful video productions. You will work in the nonfiction realms to create two short video projects in this course. You will develop these projects in greater depth and focus more on the pre-production and post-production aspects of the filmmaking process. The primary focus of this course will be on developing story ideas into cogent digital video pieces. This course will require a steady focus and consistent commitment to digital filmmaking for all students who are enrolled. Course Objectives Upon completion of this course, you should be able to: • Thoroughly develop a nonfiction film idea through comprehensive preproduction. • Successfully organize and execute nonfiction film shoots. • Show a working knowledge of techniques for interviewing subjects for documentaries. • Show proficiency in non-linear digital editing of recorded video and sound. • Assemble a successful brief trailer for a digital short film. • Use appropriate visual and sound effects to augment digital projects in post-production. • Manage a digital workflow, including backups, from capturing content through editing, final touches, and uploading to the internet. • Work successfully and consistently with others on a production team to create a nonfiction film project over an extended period of time. |
| **Describe course assessments** | Pre-production binder and Multiple cuts of a nonfiction short film. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4941-Syllabus-F18.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172915&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C53c6d3fb9ad1487fb53a08d7c90b2b5b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637198922126605155&sdata=Dgm%2BFby1lCCiO%2F6KOjlPFu5GKYS49nuw2y%2F5kZcx5Ig%3D&reserved=0) | 4941-Syllabus-F18.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/15/2020 - 12:39 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/15/2020 - 12:44 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20. | |

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**COMM 4941: NONFICTION DIGITAL VIDEO PRODUCTION**

**Fall, 2018 Email: Stephen.Stifano@uconn.edu**

**Stephen C. Stifano, Ph.D. Office: Arjona 243 Hours: M/W 10-11, M 1:15-2:15**

**Course Description**

This course builds upon the work we began in COMM 2940 and refines your ability to create compelling, successful video productions. You will work in the nonfiction realms to create two short video projects in this course. You will develop these projects in greater depth and focus more on the pre-production and post-production aspects of the filmmaking process. The primary focus of this course will be on developing story ideas into cogent digital video pieces. This course will require a steady focus and consistent commitment to digital filmmaking for all students who are enrolled.

**Course Objectives**

Upon completion of this course, you should be able to:

* Thoroughly develop a nonfiction film idea through comprehensive preproduction.
* Successfully organize and execute nonfiction film shoots.
* Show a working knowledge of techniques for interviewing subjects for documentaries.
* Show proficiency in non-linear digital editing of recorded video and sound.
* Assemble a successful brief trailer for a digital short film.
* Use appropriate visual and sound effects to augment digital projects in post-production.
* Manage a digital workflow, including backups, from capturing content through editing, final touches, and uploading to the internet.
* Work successfully and consistently with others on a production team to create a nonfiction film project over an extended period of time.

**Materials -**

**1) Adobe Premiere Pro License (with student discount)**: In lieu of a textbook, we encourage you to purchase a monthly subscription to Adobe Premiere Pro to complete our projects. You should check that your personal computer has the technical capacity to run Premiere Pro before purchasing. The cost is $31.49/month, and you can purchase your license for two or three months depending on when you purchase. You may purchase a monthly license for Premiere Pro here (under “individuals,” and “single app,” select Premiere Pro and the monthly plan.)

Alternatively, you can purchase the entire Adobe Creative Suite for 19.99 per month, with a one-year commitment. A 50% penalty applies for early cancellation. You may purchase the license here: <http://www.adobe.com/creativecloud/buy/students.html>

***Important Note: If you do not purchase an Adobe license, the University Computer labs, including those in the Babbidge Library, are equipped with the complete creative suite. You WILL need to use the program to complete this course.***

**2) Readings/Multimedia links to be assigned via HuskyCT**. Materials will include tutorials AND digital content to help you improve your production skills.

**COURSE ALIGNMENT & LEARNING OBJECTIVES**

**Courses in the multimedia production sequence serve the program’s broader learning objective across four different levels of learning: Understanding, Competency, Proficiency, and Mastery.** Specific course lessons and assignments are geared toward meeting these objectives.

Here’s how COMM 4941 helps to fulfill these program-based learning objectives.

|  |  |  |
| --- | --- | --- |
| ***Program-based Learning Objectives*** | | **COMM 4941**  ***Nonfiction Digital Video Production*** |
| **1.1** Relate the practice of multimedia production to the broader field of communication. | | **Competency** |
| **1.2** Conceptualize both fiction and non-fiction multimedia projects to achieve various situational goals | | **Proficiency** |
| **1.3** Develop digital layouts and graphics that demonstrate effective principles of design. | | *Not Applicable in this course* |
| **1.4** Navigate the important steps of pre-production, scripting, and storyboarding in planning fiction and non-fiction video projects, placing emphasis on communicative goals and audience for a given project. | | **Proficiency (Nonfiction)** |
| **1.5** Execute and Manage the components of a video production, including: | | |
| **1.5.1** Cinematography | **Proficiency** |
| **1.5.2** Lighting | **Proficiency** |
| **1.5.3** Sound & Digital Audio | **Competency** |
| **1.5.4** On-Camera Performances | *Not Applicable in this course* |
| **1.5.5** Interviewing | **Proficiency** |
| **1.5.6** Supplementary Footage (B-roll) | **Proficiency** |
| **1.6** Manage a digital workflow in post-production, including: | | |
| **1.6.1** Capturing, logging, and backing up digital content | **Mastery** |
| **1.6.2** Nonlinear Editing | **Proficiency** |
| **1.6.3** Finishing work (sound sweetening, color correction and visual filters, titling, and soundtrack.) | **Competency** |
| **1.6.4** Uploading a completed project to the internet. | **Mastery** |
| **1.7** Work successfully with others on a production team to create an effective digital work within the technological and logistical constraints of a given situation. | | **Mastery** |

**CERTIFICATE IN MULTIMEDIA PRODUCTION**

The Department of Communication offers a certificate in multimedia production.  The certificate recognizes students who have performed well in at least four courses in the production sequence at the time of graduation.  Students who complete the certificate in multimedia production can add the certificate to their accomplishments on their resume and professional materials. Certificate holders are listed, by graduating year, on the department web site. Your instructor can provide more information upon request.

**Criteria for earning the certificate:**

* Completion of four courses in multimedia production (COMM 2940, COMM 4940, COMM 4941, COMM 4340, and/or COMM 4999 with an approved independent study focused on multimedia production).
* A minimum grade of B- or above in *each* completed course.
* Completing the application for the certificate prior to graduation.

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| --- | --- | --- | --- | --- | --- |
| **Category** | **Item** | **Points** | **Description** | **TRACK YOUR SCORES** | |
| **Two-Minute Nonfiction Short (250 TOTAL POINTS)** | | | | | |
| With a partner, you will complete a hyper-short film aimed at accomplishing a specific communicative goal for a particular target audience. The project will be assessed both conceptually and for the finished product. | **Concept Paper** | **50  (5%)** | Explains the idea for the video, the specific goal it meets, its intended target audience, and the approach you intend to take with the video. | |  |
| **Outline/Script** | **50  (5%)** | Provides a roadmap for the edited video, including specific B-Roll to be used, voiceover narration, or key sound bytes. | |  |
| **Finished Piece** | **150  (15%)** | The completed project, including title and credits. | |  |
| **DOCUMENTARY FILM (650 TOTAL POINTS)** | | | | | |
| Our course will conclude with the production of two short films – one documentary and one narrative. For both of these films, you will work with a team to tell a story in a simple, compelling way that reaches your target audience. | **Synopsis** | **50  (5%)** | A summary of the film topic and general approach to the story you intend to tell. | |  |
| **Pre-Production Binder** | **150  (15%)** | A complete set of materials to guide the film from idea through completion. Includes information on style, characters, interviews, timeline, and team member roles. | |  |
| **:30 Trailer** | **50  (5%)** | A trailer for your documentary short that we can distribute online for promotional purposes. | |  |
| **Final Documentary** | **400 (40%)** | Your completed film, including proper leader with commotion pictures logo, title, and end-credits. | |  |
| **ASSESSMENTS (100 TOTAL POINTS)** | | | | | |
| Two assessments will be used to show your understanding of material and ability to work in a production context. | **Reflection Paper** | **50 (5%)** | A short paper where you will reflect on the process of creating nonfiction video. | |  |
| **Professionalism** | **50  (5%)** | Reflects your ability to be courteous, timely, organized, and an active participant in our course. | |  |
| ***Total Points:*** | | **1000** | **YOUR TOTAL:** | |  |

**COURSE BREAKDOWN**

**COURSE GRADING SCALE**  
LETTER POINTS PERCENT  
 **A**   =  940-1000 (94.0 – 100%)  
 **A-**   =  900-939 (90.0 – 93.9%)  
 **B+**   =  870-899 (87.0 – 89.9%)  
  **B** =  840-869 (84.0 – 86.9%)  
 **B-** =  800-839 (80.0 – 83.9%)   
 **C+** =  770-799 (77.0 – 79.9%)   
 **C** =  740-769 (74.0 – 76.9%)  
 **C-** =  700-739 (70.0 – 73.9%)  
 **D+** =  670-699 (67.0 – 69.9%)  
  **D** =  640-669 (64.0 – 66.9%)  
 **D-** =  600-639 (60.0 – 63.9%)  
  **F** =  000-599 (0.00 – 59.9%)

NOTES:

1. Any fraction of a point will be rounded UP to the next whole point (e.g. 728.3 = 729).
   1. Note that this refers only to a single *point*, 1/1000th of the total course value.
2. 600 points is the minimum threshold for passing the course. No student scoring less than 600 points will pass the course. There are no exceptions.
3. This grade scale is final and absolute. You MUST score the minimum amount of points to earn a given letter grade – close does not count.

**COURSE POLICIES:**

**Equipment Rental:** The Department of Communication houses a number of digital SLR cameras, tripods, and card-based sound recorders. This equipment can (and should) be used to aide the development of your production projects. In order to rent equipment, you must complete the Rental Agreement form which covers the department’s rental policies and expectations. Equipment may not always be readily available due to high demand, though every effort will be made to ensure that students can access equipment when needed.

**ADOBE Creative Cloud Software:** Through the computers at the Homer Babbidge Library, UCONN students have direct access to the ADOBE Creative Cloud software package, which includes Adobe Photoshop (for image editing) and Adobe Premiere (for video editing.) Whenever possible, these software platforms should be used for creative projects – they are powerful applications that are more in-line with the tools used by professional firms. Note that at present time, the University does not license the software directly to students, but that you can purchase a license for your own device with an education discount; for more information, please visit <http://www.adobe.com/creativecloud/buy/students.html>

***Please Note: Current Adobe Pricing allows all individuals to purchase a monthly license for Adobe Premiere at the rate of $29.99 per month; timed appropriately, this will allow you to keep Premiere on your personal machine for the semester at a total cost of $89.97.***

**Professionalism Grade (50 Points; 5%):** Filmmakers and content creators generally work in fast-paced environments and must deliver their work on-time and professionally, while remaining engaged in the entire process. A significant percentage of your course grade stems from your contributions to in-class discussions and participation in our class activities and assignments. These points are not merely “Participation” points, though – to earn your professionalism grade, you must conduct yourself as a professional in this course. This means attending and actively contributing to class regularly, submitting assignments on time, using equipment properly and returning it by the deadline, staying actively engaged with your groups on team assignments, and behaving like a professional through all actions and communications within the course. Students who best fit the prior description will earn the majority of these professionalism points. Do not expect a high professionalism grade for a bare-minimum or substandard effort.

**Civility:** This course will be conducted as an adult seminar, and as such all obvious considerations regarding civility, lateness, and use of cell phones and internet devices should be observed. Having said that, I will not make an active effort to enforce or ‘police’ such policies during our course meetings – those uncivil and discourteous to our course environment will see reductions in their participation grades.

**Creativity**: You are encouraged to be creative in this class. Your main goal is to make films that show you understand filmmaking techniques and can use them to tell a story. Do not feel that you need to make a certain type of film that the instructor likes. It is important that you listen to critiques from the instructor and your classmates, but ultimately you need to decide whether or not you use, or disregard, this information. Be prepared to talk about the choices that you make while shooting and editing your projects. This information will be helpful to your classmates in learning new ways to think about filmmaking.

**Work:** All work is to be completed and submitted on time at the specified due date. ***No late work will be accepted*** for the course without prior notification and approval; even then, late assignments will be penalized. Exceptional circumstances will be handled on a case-by-case basis, and students in these circumstances must notify me *as soon as possible*. In short: submit your work on time, or you will most likely score 0% on the assignment. Remember, failing to complete work by the deadline in a production environment is often grounds for losing one’s job. Additionally, I reserve the right to alter or replace any of the assignments in the syllabus at a later time if deemed in the best interest of the course.

**Grading:** Project grades are based on criteria that will be provided with each project description. Even if an assignment is no longer accepted for credit, it must still be submitted in order for the following assignment to be accepted. Late assignments may interfere with scheduling future projects. **Incompletes cannot be given.** Filmmaking is challenging; nevertheless, if you do consistently GOOD (better than average) work, you should expect to get a “B” in this class. To get an “A” your work must be exceptional (consistently excellent technical quality with original, coherent and creative application of those skills, within project goals and limitations.) **Any discussions about grades must be done in person and within 1 week from the time the grade was issued. DO NOT request grade information or explanations via email;** instead, make an appointment to meet with me during my office hours.

**Academic Honesty:** Cheating and plagiarism, or any other form of representing another’s work as your own will not be tolerated in ANY capacity in this course. Please be aware that these offenses are serious and can result in long-term academic consequences even beyond the failure of this course. Any student who knowingly assists or enables another student in an act of cheating or plagiarism is equally culpable for the penalties associated with academic dishonesty. All cases of cheating and plagiarism are subject to the rules stated in the UCONN Student Code of Conduct.

**Students with Disabilities:** Any student with a documented disability should contact me as early in the semester as possible to arrange accommodations. Students with disabilities should be in touch with the Center for Students with Disabilities as a part of this process.

**COURSE SCHEDULE**

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **DAY** | **TOPICS** | **ASSIGNMENTS DUE** |
| 1 | Mon 8/27 | Course Overview  Constructing the Nonfiction Production |  |
| 2 | Mon 9/3 | LABOR DAY – NO CLASS | **2:00 Concept Paper (50)** |
| 3 | Mon 9/10 | Outlining a Project  Planning a Documentary | **2:00 Outline/Script (50)**  **Doc. Synopsis (50)** |
| 4 | Mon 9/17 | Interviewing Workshop  Developing Storylines |  |
| 5 | Mon 9/24 | The Logistics of the Documentary Shoot:  *Lighting, Sound, Color, and Locations* | **Doc Pre-Pro Binder (150)** |
| 6 | Mon 10/1 | 2:00 Shorts Screening  Documentary Visuals & Compelling B-Roll. | **Final 2:00 Short (150)** |
| 7 | Mon 10/8 | Analyzing Interviews and Reviewing Footage |  |
| 8 | Mon 10/15 | Editing for Documentary |  |
| 9 | Mon 10/22 | “How does it end?” – Finishing the Rough Assembly | **:30 Doc Trailer (50)** |
| 10 | Mon 10/29 | Viewing Rough Cuts: Deconstructing works in progress | Documentary Rough Cut |
| 11 | Mon 11/5 | Balancing Feedback, Vision, and Reality:  Moving to the final cut. |  |
| 12 | Mon 11/12 | Special Effects, Filters, Tweaking, and Fine-Tuning |  |
|  | 11/19-23 | THANKSGIVING BREAK – NO CLASS |  |
| 13 | Mon 11/26 | Finishing: Color, Sound, Titles |  |
| 14 | Mon 12/3 | Final Touches and Teamwork. | **Doc. Final Cut (400)** |
| 15 | 12/10-16 | Final Exam Period: Documentary Project Screening. Date/Time TBA | **Reflection Paper (50)** |

This schedule is subject to change; all changes will be announced in-class or via HuskyCT/email. In the event of a snow day or other emergency, changes and adjustments will be announced promptly.

***Revise Prerequisites Only***

**2020-160 COMM 4200/W Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15842 |
| **Request Proposer** | Stifano |
| **Course Title** | Advanced Interpersonal Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Advanced Interpersonal Communication |
| **Course Number** | 4200 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | No number change in this revision. |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2000 (formerly 3000) and 2200 (formerly 3200); ENGL 1007 or 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty with this expertise reside at the Storrs Campus |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 4200. Advanced Interpersonal Communication 3.00 credits Prerequisites: COMM 1000 and 3200 Grading Basis: Graded An advanced approach to interpersonal communication focusing on theories and their applications. Topics may include affection exchange theory, theories of uncertainty, attachment theory, communication privacy management theory, interpersonal deception theory, and relational dialectics theory. COMM 4200W. Advanced Interpersonal Communication 3.00 credits Prerequisites: COMM 1000 and 3200; ENGL 1010 or 1011 or 2011 Grading Basis: Graded |
| **Provide proposed title and complete course catalog copy** | COMM 4200. Advanced Interpersonal Communication 3.00 credits Prerequisites: COMM 2000 (formerly 3000) and COMM 2200 (formerly 3200) Grading Basis: Graded An advanced approach to interpersonal communication focusing on theories and their applications. Topics may include affection exchange theory, theories of uncertainty, attachment theory, communication privacy management theory, interpersonal deception theory, and relational dialectics theory. COMM 4200W. Advanced Interpersonal Communication 3.00 credits Prerequisites: COMM 2000 (formerly 3000) and COMM 2200 (formerly 3200); ENGL 1007 or 1010 or 1011 or 2011 Grading Basis: Graded |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course prerequisites to provide better clarity to our students. This change aligns this course with our new approach and forthcoming major changes. FOR GEOC-W: THIS CHANGE IS ONLY TO THE PRE-REQUISITES OF THE COURSE |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | "Upon successful completion of the course, students should be able to:" "1. Understand the primary theories of interpersonal communication" "2. Demonstrate the foundational principles that bridge interpersonal theories together" "3. Apply interpersonal theories to a social problem/issue of interest as a means for gaining understanding about the issue and ways to address it" "4. Evaluate the strengths and weaknesses of interpersonal communication theory and articula" "these issues in writing" "5. Evaluate the strengths and weaknesses of research that has sought to understand social problems and issues through the application of interpersonal theory" "6. Become familiar with the current trends and latest research in the field" "7. Develop your own understanding of where the area of interpersonal communication has be and where you see its future" W: 8. Apply your knowledge to a real world phenomenon W: 9. Write about interpersonal communication theory and apply theory in a research proposal |
| **Describe course assessments** | Non W: Exams, Quizzes, Participation W: Reflections, Paper Drafts and Final Submission, Quizzes |
| **General Education Goals** | Consistent with W courses in the Department of Communication, this course connects its primary subject matter intimately to writing by allowing students to investigate extant literature in this area of the discipline, synthesize the literature through the development of a paper, and participate in the review and revision process to refine their ideas. Students completing the W version of this course will better be able to articulate knowledge of this particular subject matter through their writing, which can also serve as strong preparation for graduate work in the discipline. FOR GEOC-W: THIS CHANGE IS ONLY TO THE PRE-REQUISITIES OF THE COURSE |
| **Writing Competency** | This course provides a course paper as an assignment requiring students to review the literature on Interpersonal Communication and provide references, cited in proper APA format. From the Syllabus: As part of the paper writing process, you will also turn in 2 rough drafts, which will be extensively reviewed and commented on. The first draft will focus on writing a review of an interpersonal communication theory (approximately 4 pages). The instructor will review your summary of the theory and provide feedback in written form (through substantive formative commentary on the first draft. The second draft will involve a review of research studies (approximately 6 pages) that have applied your chosen theory. Students will be paired up and engage in a peer review process for the second draft. During each phase of the revision process, students will receive feedback that should help improve the conceptual clarity, idea development, expression, and grammar of their final paper. FOR GEOC-W: THIS CHANGE IS ONLY TO THE PRE-REQUISITIES OF THE COURSE |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4200W S19 Syllabus Bennett.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172918&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc6d52281c6af4ccaea2d08d7c9214db2%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637199017189831244&sdata=DE%2FtKAsbCw83ckFUuAUA2QJmPZQm3XLfL5UDnM6g%2BcM%3D&reserved=0) | 4200W S19 Syllabus Bennett.pdf | Syllabus | | [Comm 4200-Advanced Interpersonal.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172919&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc6d52281c6af4ccaea2d08d7c9214db2%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637199017189831244&sdata=GtYKBLrWYhfLU2kCy01GdFpVzEAFOesMaF3wNJChzxI%3D&reserved=0) | Comm 4200-Advanced Interpersonal.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/15/2020 - 16:02 | Submit |  | Submitted; note both W and non-W versions of the syllabus attached, as the courses operate quite differently. | | Communication | Stephen C Stifano | 03/15/2020 - 16:32 | Approve | 3/11/2020 | Approved by COMM faculty 3/11/20 | |

**Small Group Communication**

COMM 3120 – Prospective Syllabus

**Course Information**

**COURSE OVERVIEW & OBJECTIVES**

COMM 3120 explores issues related to communicating in groups and teams. We will explore (1) what constitutes a group, (2) verbal and nonverbal communication in groups, (3) how groups are structured, (4) your role as a group member, (5) group decision making, (6) leadership, (7) conflict management, (8) group development, (9) meeting management, and (10) how to observe group process and provide feedback. During the term, you will have many opportunities to practice what you have learned about group communication. In addition, a group project will give first hand experience and a chance to analyze group dynamics.

The instructor will grade and evaluate the quality of information the student brings to class. This evaluation will be based on responses to questions and on comments offered in discussion and dialogue. Naturally, the relevancy of all information offered in the class will be considered. There will be two examinations during the term, the first at the mid-term and the last in the normal final examination time published in the University Class Schedule.

You must also have access to email and HuskyCT- On HuskyCT you’ll find the syllabus, various course materials, and posted grades. Important announcements pertaining to class will also occasionally be posted. It is your responsibility to keep up with and to check the course website frequently.

**COURSE OBJECTIVES**

1. To understand how group communication and group dynamics function

2. To understand what influences group members’ communication and behaviors

3. To develop a better understanding of what makes an effective group

4. To develop a better understanding of group conflict and how to manage it more constructively

5. To learn some practical skills of managing a group and providing constructive feedback.

6. Learning and practicing writing skills, including academic writing and feedback.

**REQUIRED TEXT**

Keyton, J. (2006). *Communicating in groups: Building relationships for group effectiveness.* Boston: McGraw-Hill.

*Suggested Texts:*

*Publication manual of the American Psychological Association* (6th ed.). (2010). Washington, DC: American Psychological Association.

You will be asked to follow APA style for your writing assignments. Therefore, the following manual will be helpful. It is STRONGLY recommended that you have one. There should also be copies of this in the library.

Additional articles or links may be posted to HuskyCT or distributed in class as required and/or suggested reading.

**COURSE FORMAT**

This course consists of lectures, class discussions, group activities, workshops, and special presentations (video presentations, etc.). The lectures are designed to promote dialogue on issues addressed in the textbook and readings as well as to provide additional information beyond what is included in the textbook and readings.

This course will include both lectures and interactive class discussions on the reading materials and their real-world application. Discussion classes may also be used for the showing of films. All students are expected to participate in discussions, group activities and writing workshops.

**GRADE DISTRIBUTION**

Midterm Exam – 150 points

Final Exam – 150 points

Group Project/Presentation – 150 points

Pop Quizzes-50 points

Movie Reflections – 30 points

Participation–20

= *Total Points – 550*

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**GRADE EQUIVALENTS**

|  |  |
| --- | --- |
| 509-550 A | 399-420 C |
| 493-508 A- | 383-398 C- |
| 476-492 B+ | 366-382 D+ |
| 454-475 B | 344-365 D |
| 438-453 B- | 328-343 D- |
| 421-437 C+ | 0-327 F |

**Please note:** **The following grade brackets are strict and will be used to calculate final grades. No exceptions will be made.** Grades are not rounded up (for example, receiving 562 points means you earned a “B”). All grades for the course are final and will not be reconsidered regardless of how close to a higher final grade a student may be. It is unfair to other students to do so. **Begging for, pleading for, or providing special excuses for the instructor/TA to give you a better grade than you statistically earned is actually in violation of the University’s code of conduct** and what’s expected from students in terms of ethical behavior. Please do not send emails or schedule meetings merely to beg for more points – we can’t ethically give them to you, and you can’t ethically ask for them, according to the policies set forth by this university.

It will help you to understand your grades and your evaluation on tests and papers to remember that an “A” is not average, a “C” is. *And a “C” means that you have simply met the minimum requirements for a particular assignment*. The grade descriptions are as follows:

A = outstanding work that is superior and demonstrates an in-depth understanding of the skills and material that far surpasses the minimum expectations of a student in the class.

B = above average work that demonstrates an understanding of the skills and material that exceeds the minimum requirements.

C = average work which illustrates that the student has met the minimum requirements and expectations for a particular assignment.

D = below average work in which the student does not meet the minimum expectations for a given assignment.

F = below average work in which little or no effort seems to have been expended by the student.

\*\*\*Your individual paper group final paper are the assignments that count toward the W requirement, with reviewed drafts of writing. DRAFTS MUST BE TURNED IN in order to receive a final grade on these assignments. Additionally, if you do not pass these assignments, you will not pass the writing portion of the course\*\*\*\*

**COURSE AND UNIVERSITY POLICIES**

**EXPECATIONS**

**Communicating with the Instructor:** Course announcements will be made through HuskyCT and email. Please pay close attention to both. If you have a question about the course, I am available through email, during office hours, and after class. I will be in my office more than my office hours state, so please do not hesitate to contact me. Please use <http://advapp.uconn.edu/> to set up office hours appointments. Email is not a private or secure method of communication. Please allow at least 24 hours for a response to an email send during the week, 48 hours for an email sent over the weekend starting Friday evening.

**Attendance and participation are expected and classes begin ON TIME.** A lot of what we work on and learn in this class is not “in the book.” Students should be prepared to write, discuss, and participate in each class session. Readings are assigned on a weekly basis and should be completed for their assigned days. Bring a paper notebook for in class writing assignments.

Constant and repeated tardiness is unacceptable. You are expected to remain in the classroom until class is over and not to start packing up until the instructor ends class. Announcements are made at the beginning of the class regarding schedule changes, exams, and assignments. If you are late, you are responsible for getting the information. Any missed work should be obtained from a classmate. There are NO make-up times for the exams, quizzes, or papers, unless approved by the University. If an extreme circumstance arises (i.e., hospitalization), please contact me as soon as possible. Since assignments are all due online, missing class for any reason is not an excuse for missing a deadline.

**Note:** Job interviews, tests or papers in other classes, and meetings with other instructors are not

valid excuses. Schedule these during times which will not conflict with class.

**TURNING IN ASSIGNMENTS**

All assignments will be turned in electronically through HuskyCT **AND** as a hardcopy in class. Do not email me your assignments! There will be a place on HuskyCT where you will upload and/or submit all of your assignments online. You will also be expected to bring a hardcopy to class on the day that the assignment is due. I will inform you if this changes for a specific assignment. **NOTE –slides and documents must be in .pptx and .docx format. Links to assignments will not be accepted under any circumstances. Late assignments (including peer evaluations) will not be accepted.**

**Late Work Policy***:*

In order to not be considered late, your assignments must be uploaded or submitted to HuskyCT before class on the specified due date **AND** turned in during class.

Assignments will receive a 10% deduction for each *calendar* day past the deadline (even if you are five minutes past the deadline). For example, if you hand in your paper on Wednesday and it was due Monday, you are automatically docked 20%. Additionally, revision assignments **are NOT optional**; in order to pass a “W” course students **must** submit a series of drafts. Though the drafts themselves will not be given a grade, if your draft is not submitted **on time,** late penalties will be applied to the final paper.

If you feel as though you are having difficulty in the class or have a concern about the class, please let me know ***AS SOON AS POSSIBLE; DO NOT WAIT*** until the end of the semester.

**EXAMS**

There will be two exams; the first exam will be given during the semester and the second exam will be given during finals week. The exams will cover both the required readings from the text along with any materials covered and discussed during class.

Exams must be taken during the scheduled exam time. All requests for make-up exams due to a university approved excused absence must be made 48 hours prior to the exam and require documentation. Any last-minute make-up exams can only be taken with proof of a valid medical excuse or extreme extenuating circumstance.

If you miss an exam you may retake it within 72 hours of the exam date **ONLY** if you have proof of illness in the form of a doctor’s note or proof of emergency.

If you miss a test to an excused absence, you are responsible for contacting the instructor to schedule a make-up time. I expect that you will contact me in a timely manner (i.e., before the absence occurs, if possible). If I do not hear from you by one week after the test/quiz, your grade will be a zero.

If, due to extenuating circumstances, a student cannot take a final examination as announced in the Final Examination Schedule, the student must ask permission from the Dean of Students Office to reschedule the examination. A student whose absence is excused by the Dean of Students shall have an opportunity to take an examination without penalty. A student whose absence from a final examination is not excused in this way shall receive no credit for this examination. See [dos.uconn.edu/finals-rescheduling/](http://dos.uconn.edu/finals-rescheduling/) for more information.

**CLASSROOM ETIQUETTE**

* The University of Connecticut does not tolerate harassment. Harassment consists of abusive behavior directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, age, physical or mental disability, including learning disability, mental retardation and past/present history of a mental disorder. All members of the University community are responsible for the maintenance of a social environment in which people are free to work and learn without fear of discrimination and abuse.
* Please be respectful of the diverse opinions and experiences of your fellow classmates. If at any point you feel uncomfortable with the course material or the behavior of other students, please contact me.
* You may disagree with your colleagues’ opinions, but respect the right for them to have their own views. Imagine a world with only one viewpoint, how boring would that be?
* Silence all electronic equipment. It is distracting to the entire class, including the instructor. . **Active participation** means everyone should be prepared to join in the conversation each and every class. Active participation also means **actively following the conversation** – and you cannot do this if you are also trying to check Facebook/Twitter/text/chat. Laptops and electronic equipment is allowed, but they must be used for active learning and not shopping or socializing. Phones should be on silent. If you need to take a phone call or feel that your texting conversation is more important, then take it outside of the classroom, but you are responsible for the materials and points that you miss for the day. This is a communication course, so be aware of how you are communicating with the instructor and with those around you.

**GRADES and GRADE APPEALS**

All grades will be posted on HuskyCT. Upon receiving your score, you are encouraged to review your grade. Exam scores will be posted on HuskyCT as well. Upon receiving your exam score, you may schedule an appointment to see what you missed and where you can improve.

If you have questions about your grade or about the course content, do not hesitate to contact your me. Please allow 48 hours for a response. If you have a question about a grade, you must wait 24-hours after the grade is posted to schedule a meeting. The deadline for any grade dispute is one week from the date the graded assignment is returned to you. No grade disputes will be considered after the deadline. No grade appeals will be completed via email; you must meet with me in person.

**Grade disputes WILL NOT be considered the week before final grades are due unless the dispute concerns an assignment or grade that was posted within the previous 7 days. There are no exceptions to this policy.** By enrolling in this course, you acknowledge and agree that grades that are not disputed within one week of being posted are FINAL and will not be changed. If you would like to discuss a grade with me, submit your appeal either in person during office hours or via email. This policy is designed to ensure fairness to all and provide you with an opportunity to demonstrate mastery over the topics covered. Please note the following important points:

1. **24/7** policy: You must wait at least **24** hours after receiving your assignment back before contacting me. Additionally, you have to contact me within **7** days of receiving your assignment.

2. Offer a cogent and well-supported written argument. This means that you should support your claims from course materials and/or class lectures.

3. This written argument may be submitted via email or in person. Either way, you must set an appointment so that the process may be completed.  No grade appeals will be completed via email; you must meet with the instructor.

**ACADEMIC HONESTY**

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating); failing to properly credit information, research, or ideas to their rightful originators; or representing such information, research, or ideas as your own (e.g., plagiarism). Cheating or plagiarism may result in failing this course and/or removal from the university.

Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation. If there is evidence of any deliberate violation of academic integrity (e.g., cheating, plagiarism, or the like), including collaboration or sharing of course content, materials, etc., your instructor will pursue the most punitive response the university allows. Sometimes these standards are subtle; please ask if you have questions or concerns.

The Student Conduct Code states that "A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others.” See <http://www.community.uconn.edu/student_code.html> for more information on the University's student code.

**ACCOMMODATIONS FOR DISABILITIES**

If you are a student with a disability, who requires accommodations, please notify me and I will do my best to provide the necessary accommodations at your request. Please contact the me at the beginning of the semester to discuss academic accommodations that may be needed during the semester due to a documented disability.

The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a documented disability, you may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities.

If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at [csd@uconn.edu](mailto:csd@uconn.edu). Detailed information regarding the process to request accommodations is available on the CSD website at [csd.uconn.edu](http://www.csd.uconn.edu).

Please plan to take all exams at the CSD if you have a documented disability.

**USEFUL PHONE NUMBERS**

Counseling & Mental Health Services: 486-4705 (after hours: 486-3427) www.cmhs.uconn.edu

Career Services: 486-3013 www.career.uconn.edu

Alcohol & Other Drug Services: 486-9431 www.aod.uconn.edu

Dean of Students Office: 486-3426 www.dos.uconn.edu

**University Writing Center**

All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student’s revisions, so they frequently provide a sounding board for a writer’s ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to [writingcenter.uconn.edu](http://writingcenter.uconn.edu/).

**NOTE ABOUT FINALS**

**Finals week for Fall 2018 takes place from Monday, May 6th, through Sunday, May 11th. Students are required to be available for their exam and/or complete any assessment during the time stated in the Registrar's Office schedule. If you have a conflict with this time, you must visit the Dean of Students Office to discuss the possibility of rescheduling this exam.**

**Please note that vacations, previously purchased tickets or reservations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Dean of Students Office with any questions. Thank you in advance for your cooperation.**

**UNIVERSITY POLICIES**

**Policy Against Discrimination, Harassment and Related Interpersonal Violence**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity.  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at [equity.uconn.edu](http://equity.uconn.edu/) and [titleix.uconn.edu](http://titleix.uconn.edu/).

**Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities**

Faculty and instructors are strongly encouraged to make reasonable accommodations in response to student requests to complete work missed by absence resulting from religious observances or participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official.  Such accommodations should be made in ways that do not dilute or preclude the requirements or learning outcomes for the course.  Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work.  For conflicts with final examinations, students should contact the Office of the Dean of Students.

Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports.  This will enable the counselors to give our students appropriate advice.

**COURSE ASSIGNMENTS**

**Exams (300pts)**

This course will have a midterm and final exam. Each exam will be 50 multiple choice/true false questions based on the course material (readings and lectures). Midterm: Monday, March 11th (Chapters 1-5, Perception & Conformity). The final exam will be taken during Finals week (Chapters 12, 7, 9, 10, 6, 11)

**Pop Quizzes (50 points)**

Pop quizzes will occur periodically throughout the semester. Each quiz is worth 10 points. These quizzes are meant to ensure that students are keeping up with the readings and paying attention during lecture. **There are absolutely no make-up quizzes, under any circumstances**. However, the two lowest quiz scores will be dropped.

**Participation (20pts)**

This is a very participatory course. You will learn by reading, participating in class activities and workshops, and engaging in class discussions. Attendance is not mandatory; however, your class participation across the entire semester is a part of your final participation grade. Participation within your group will also factor into this grade.

**Movie Reflections (30pts, 10 each)**

We will be watching a movie in class. After each viewing, students will write a short (~2-3 paragraphs) reflection using course material to analyze the group communication and dynamics from that part of the movie. These reflections should be typed, using 12pt Times New Roman font, but do not have to have citations. Submit these reflections to HuskyCT (No hard copy necessary).

**Due dates**: Reflection 1 Sunday, March 10th, 11:59PM

Reflection 2 Sunday, April 7th, 11:59PM

Reflection 3 Wednesday, May 1st, 11:59PM

**Group Project (150 pts: Presentation 50pts, Group analysis paper 100pts)**

As this class is about working in groups, there will be an assigned group project in order to help you gain practical skills as well as an opportunity to analyze group practices and relate them to theory first hand. Your group should choose a project or goal to work towards during the semester. There are no specific guidelines for the topic; play to your groups strengths. Good projects or goals will work toward benefiting the community (ex: organize a service project, earn money for a non-profit etc.) or produce a unique creative product (ex: create a short film, put on a play, put together a workshop etc.). All goals/projects need to be approved by the instructor and have a measurable end goal/solution (e.g. XX hours of service). Your group will submit a formal written document laying out your idea and end goal and bring it to class on the appropriate day. There will also be time both in and out of class dedicated to working with your group on your project.

*Presentation.* Towards the end of the semester, your group will present your project to the class. Your presentation should be 10-15 minutes in length and detail the goal of the project, the process your group went through to work toward your goal, as well as the final outcome of the project. Course material and research should be used when appropriate to talk about what processes your group went through, and detail should be put in as to what was accomplished, and the steps taken to accomplish the goal. As an upper level communication course, you will be expected to demonstrate basic public speaking skills for these presentations. You may use PowerPoint presentations, but other presentation styles/forms are welcomed. Presentations earning full credit are exceptional, detailed, with an engaging and organized presentation style, visuals, and content. Presentation dates will be chosen later in the semester. Slides and/or other materials should be submitted on project due date to HuskyCT. ONLY ONE PERSON FROM THE GROUP NEEDS TO SUBMIT THE PROJECT MATERIALS.

*Group analysis paper*. To go with the presentation, the group should take notes throughout the semester on how their group is functioning. Towards the second half of the semester the group will collectively write 8+ pages (do not exceed 10) formal paper detailing the group dynamics and interactions throughout the project. Using course material and 2-3 research articles, critically analyze you group. For example, how your group functioned, what was positive/constructive, what could have been improved, and what you will do the same/differently when a part of future groups. The paper needs to be typed and in compliance with all APA guidelines, including 1" margins/12 pt. font/Times New Roman. It will need APA citations both in text and in a reference page. It will need to include a title page, abstract, introduction, literature review, discussion, and concluding paragraph. All drafts and final paper should be submitted both on to HuskyCT and in class via printed hard copy.

You will submit one draft for this paper. The draft will be a peer review draft. You must bring a hard copy of the paper to class to participate in a peer review session on the assigned day.

*Group Peer evaluations.* In addition to the above paper, **each student** will submit a group evaluation of their fellow group members. This will be your chances to tell me about how your research group worked together as well as group contributions. Please print this out and bring a hard copy to class.

**Due Dates:** Groups will be formed Friday, March1st

Project idea is due Friday, March 8th

Choose presentation order Friday, April 12th

Draft of group analysis paper due +Peer Review day, Monday, April 15th

Group project and group analysis paper due Monday April 29th, 11:59PM Peer evaluation due on presentation day

\*Note on Grading: There are high expectations for the group project and paper. This is a main part of the course and your chance to show what you’ve learned about analyzing small groups. The paper is graded rigorously. The presentation must be professional and clear, and the project have sufficient effort put into it.

**COURSE SCHEDULE AND READINGS**

**Week 1:** **Jan. 22nd-25th**

**Topics:**

Introduction to the course and each other

Basics of group communication

***Readings for the Week:***

1. **Chapter 1**

**Week 2:** **Jan. 28th - Feb. 1st**

**Topics:**

Basics of Group communication

Perception, Stereotypes, Conformity

Writing workshop-Literature search

***Readings for the Week:***

1. **Chapter 1**

**Week 3:** **Feb. 4th – Feb. 8th**

**Topics:**

Perception, Stereotypes, and Conformity

Non-verbal/Verbal, Listening

***Readings for the Week:***

* 1. **Chapter 2**

**Week 4:** **Feb. 11th- Feb. 15th**

**Topics:**

Non-verbal/Verbal review; listening

***Readings for the Week:***

1. **Chapter 2**

**Week 5:** **Feb. 18th – Feb. 22nd**

**Topics:**

Writing workshop- professional comm/argument structure

Communication networks, roles, and norms

***Readings for the Week:***

**1. Chapter 3**

**Week 6:** **Feb. 25th – March 1st**

**Topics:**

Group tasks

Group communication competence

*Form Groups in Class-Friday, March 1st*

***Readings for the Week:***

**1. Chapter 4**

**2. Chapter 5**

**Week 7:** **March 4th- March 8th**

**Topics:**

Group communication competence

*Group project ideas due March 8th*

*1st Movie day-Friday March 8h-Reflection* ***DUE*** *Sunday March 10th, 11:59PM*

***Readings for the Week:***

**1. Chapter 5**

**Week 8:** **March 11th – March 15th**

**Topics:**

*Friday March 15th-Out of class working day-****NO CLASS***

**\*\*\*Midterm (Monday, March 11th) (Chapters 1-5, Perception & Conformity)\*\*\***

**Week 9:** **March 18th – March 22nd**

***\*\*\*SPRING BREAK- NO CLASSES\*\*\****

**Week 10:** **March 25th – March 29th**

**Topics:**

Giving Feedback

Problems and Decision making

***Readings for the Week:***

**1. Chapter 12**

**2. Chapter 7**

**Week 11:** **April 1st – April 5th**

**Topics:**

Problems and Decision making cont.

Managing Group Conflict

*2nd Movie day-Friday April 5h-Reflection* ***DUE*** *Sunday April 7th, 11:59PM*

***Readings for the Week:***

**1. Chapter 9**

**Week 12:** **April 8th – April 12th**

**Topics:**

Managing group conflict cont.

Leadership

*In Class Group Project Work Day (Choose presentation order) (Friday April 12th)*

***Readings for the Week:***

**1. Chapter 10**

**2. See HuskyCT: Emotional Intelligence**

**Week 13:** **April 15th –April 19th**

**Topics:**

*Peer review day (April 15th)*

Leadership cont.

Building Relationships

***Draft of Group analysis paper due Monday, April 15th, 12:59PM, PEER REVIEW DAY!***

***Readings for the Week:***

**1. Chapter 6**

**Week 14:** **April 22nd – April 26th**

**Topics:**

Building Relationships

Managing group meetings

***Readings for the Week:***

**1. Chapter 11**

**Week 15:** **April 29th – May 3rd**

*3rd Movie day-Monday April 29h-Reflection* ***DUE*** *Wednesday May 1st, 11:59PM*

**Presentations + Review for final**

***\*\*\*Group project and group analysis paper due by Monday April 29th , 11:59PM\*\*\****

**Week 16:** **May 6th-May 11th: Finals Week**

**Final Exam TBD (Chapters 12, 7, 9, 10, 6, 11)**

***\*I reserve the right to make changes to the syllabus to fit the needs of the course***

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15855 |
| **Request Proposer** | Stifano |
| **Course Title** | Small Group Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Small Group Communication |
| **Course Number** | 4220 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** |  |
| **Number of Sections** | 2 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2100 or 2200 (formerly 3200); ENGL 1007 or 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty expertise in this area resides at these campuses |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 4220W. Small Group Communication 3.00 credits Prerequisites: COMM 1000; ENGL 1010 or 1011 or 2011; open to juniors or higher. Recommended preparation: COMM 3100 or 3200. Grading Basis: Graded Approaches, methods, and findings of research in small group communication and development of an ability to engage effectively in small group situations. |
| **Provide proposed title and complete course catalog copy** | COMM 3120. Small Group Communication 3.00 credits Prerequisites: COMM 2100 or 2200 (formerly 3200). Grading Basis: Graded Formerly offered as COMM 4220W. Approaches, methods, and findings of research in small group communication and development of an ability to engage effectively in small group situations. COMM 3120W. Small Group Communication 3.00 credits Prerequisites: COMM 2100 or 2200 (formerly 3200). ENGL 1007 or 1010 or 1011 or 2011. Grading Basis: Graded |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. Adding a non-W option at the 3000 level also increases the flexibility with which we can teach a group related to behavior in small groups, providing students greater opportunities to engage one another and learn practically. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | COMM 3120 explores issues related to communicating in groups and teams. We will explore (1) what constitutes a group, (2) verbal and nonverbal communication in groups, (3) how groups are structured, (4) your role as a group member, (5) group decision making, (6) leadership, (7) conflict management, (8) group development, (9) meeting management, and (10) how to observe group process and provide feedback. During the term, you will have many opportunities to practice what you have learned about group communication. In addition, a group project will give first hand experience and a chance to analyze group dynamics. |
| **Describe course assessments** | W: Two Papers, Exams, Quizzes, Participation, Class Presentation Non-W: Exams, Quizzes, Group Project, Class Participation |
| **General Education Goals** | GEOC Goals: Consistent with W courses in the Department of Communication, this course connects its primary subject matter intimately to writing by allowing students to investigate extant literature in this area of the discipline, synthesize the literature through the development of a paper, and participate in the review and revision process to refine their ideas. Students completing the W version of this course will better be able to articulate knowledge of this particular subject matter through their writing, which can also serve as strong preparation for graduate work in the discipline. GEOC-W: THE W COMPONENT OF THIS COURSE HAS NOT CHANGED; this CAR only alters the numbering and pre-requisites for the course. |
| **Writing Competency** | Two research papers consisting of several components will be required of each student. Full detail on this requirement will be presented in the first week of classes. Consistent with Writing Across the Curriculum guidelines, students must revise each of the assignments, which must collectively comprise at least 15 pages of writing. In order to receive a C in the course, students must write at a satisfactory level. GEOC-W: THE W COMPONENT OF THIS COURSE HAS NOT CHANGED; this CAR only alters the numbering and pre-requisites for the course. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4220W-002 S19 Syllabus Ponivas.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172946&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C6e72ad82c9224e3cf0a908d7ca06475b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200000631528264&sdata=s4qJQ8QtO2I7s2607MJCyPRPXrBR%2FL0fiymXFUxMSKA%3D&reserved=0) | 4220W-002 S19 Syllabus Ponivas.docx | Syllabus | | [3120-SmallGroup-Prospective.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172947&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C6e72ad82c9224e3cf0a908d7ca06475b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200000631538257&sdata=tWYOI6vo%2FqqVwcbaODalbdCPqZwAL%2BTTno7Ezs1kUvc%3D&reserved=0) | 3120-SmallGroup-Prospective.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/16/2020 - 17:16 | Submit |  | Submitted to revise existing course number/pre-reqs and add a new non-W version of the course. Syllabus for prospective non-W version included along with syllabus for existing W version. | | Communication | Stephen C Stifano | 03/16/2020 - 17:24 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

**2020-161 COMM 4300/W Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15843 |
| **Request Proposer** | Stifano |
| **Course Title** | Advanced Media Effects |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Advanced Media Effects |
| **Course Number** | 4300 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Course number has not changed. |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2000 (formerly 3000) and 2300 (formerly 3300); ENGL 1007 or 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Expertise among faculty is located at the selected campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 4300. Advanced Media Effects 3.00 credits Prerequisites: COMM 1000, 1300 and 3300; COMM 3000Q or STAT 1100Q or 1000Q; open to juniors or higher Grading Basis: Graded Contentious topics in current media effects research, and their theoretical implications. Topics may include sexual content on television, pornography, alcohol on television, video games, and media impact on body image. COMM 4300W. Advanced Media Effects 3.00 credits Prerequisites: COMM 1000, 1300 and 3300; COMM 3000Q or STAT 1100Q or 1000Q; ENGL 1010 or 1011 or 2011; open to juniors or higher Grading Basis: Graded |
| **Provide proposed title and complete course catalog copy** | COMM 4300. Advanced Media Effects 3.00 credits Prerequisites: COMM 2000 (formerly 3000) and 2300 (formerly 3300). Grading Basis: Graded Contentious topics in current media effects research, and their theoretical implications. Topics may include sexual content on television, pornography, alcohol on television, video games, and media impact on body image. COMM 4300W. Advanced Media Effects 3.00 credits Prerequisites: COMM 2000 (formerly 3000) and 2300 (formerly 3300); ENGL 1007 or 1010 or 1011 or 2011. Grading Basis: Graded |
| **Reason for the course action** | The Department of Communication has revised our prerequisites as part of a larger curricular revision; as such this change merely adjusts the pre-requisites for this course. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | By the end of the course, you should: 1. Be able to identify high quality scientific studies of media effects, and discuss the limits of a given study. 2. Understand models of media effects 3. Have identified media effects that are of public and personal concern 4. Be able to quickly review the literature related to a particular effect of the media, summarize the nature of the effect in a succinct manner, and specify gaps in scientific knowledge about the effect. |
| **Describe course assessments** | Non-W: Short Assignments, Podcasts, Literature Brief, Participation W: Exams, Paper, Quizzes |
| **General Education Goals** | GEOC Goals: Consistent with W courses in the Department of Communication, this course connects its primary subject matter intimately to writing by allowing students to investigate extant literature in this area of the discipline, synthesize the literature through the development of a paper, and participate in the review and revision process to refine their ideas. Students completing the W version of this course will better be able to articulate knowledge of this particular subject matter through their writing, which can also serve as strong preparation for graduate work in the discipline. GEOC-W: THIS CAR ONLY CHANGES PRE-REQUISITES FOR THE COURSE. |
| **Writing Competency** | This course provides a course paper as an assignment requiring students to review the literature on Media Effects and provide references, cited in proper APA format. Students will work through a Topic and Abstract, followed by a Paper Outline, then a First Draft, and ultimately a Final Submission (due during finals week). GEOC-W: THIS CAR ONLY CHANGES PRE-REQUISITES FOR THE COURSE. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4035W F17 syllabus Farrar.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172920&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C56d15196025a4587115e08d7ca9db814%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200651055330503&sdata=f8TfSsNVtJyXFHAEusyxBIGClUgzen8auG2qPBNi5ms%3D&reserved=0) | 4035W F17 syllabus Farrar.docx | Syllabus | | [4300 syllabus F2019 Snyder.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172921&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C56d15196025a4587115e08d7ca9db814%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200651055330503&sdata=slvLlysvKpmVPQxIsdJVvYjh1NqNBgF2pYrMIC6Y9dY%3D&reserved=0) | 4300 syllabus F2019 Snyder.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/15/2020 - 16:41 | Submit |  | Submitted; note distinct syllabi for W and non-W versions of the course are attached. | | Communication | Stephen C Stifano | 03/15/2020 - 17:01 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

**COMM 4035W**

**Advanced Media Effects**

**Fall 2017**

**Professor:**

Dr. Kirstie Farrar

Office: ARJ 208

Office Hours: T/W/Th 10:00-11:00

Log into: <https://web2.uconn.edu/advapp/app/?dept=14> to schedule appointments.

Office Phone: 486-2632

Email: [kirstie.farrar@uconn.edu](mailto:kirstie.farrar@uconn.edu)

**Course Description:**

This course takes an in-depth look at some of the hottest topics in current media effects research. Theory and related research will be discussed extensively. As this course satisfies the “W” requirement you can expect to complete more than 15 pages of writing throughout the semester.

**Requirements:**

* **iClicker2—available at Coop. iClicker go is also acceptable.**
* **You must have regular access to HuskyCT.**
* **Readings and Assignments will be posted on HuskyCT**

**Graded Assignments:**

You will be graded on the basis of your performance on **two noncumulative exams**, **quizzes, discussion question posts and class debate, and a research paper.**

* *Exams*: Both exams are noncumulative and will contain a variety of question formats including multiple choice, short answer, matching and/or essay.
* *Research paper*. You will produce a 15 page research paper on a topic related to course content. Topics must be approved in advance. Part of the paper writing process will involve turning in an outline and 1 rough draft. The outline and rough draft will be extensively reviewed and commented on by me. More detail will be posted on the course website.
* *In class iClicker quizzes*: Throughout the semester there will be 12 in class quizzes taken using your iClicker tool. Each quiz will be worth 5 points and your two lowest scores will be dropped from your grade (for a total of 50 possible points).
* *Participation*: this will primarily be assessed through your discussion topic postings as well as your active participation in the two class debates we will be holding during the semester. This will require you to come to class ready to discuss and argue your assigned position on the issue.

**Grading:**

Midterm 100 pts

Final Exam 100 pts

Research Paper 100 pts

iClicker quizzes 50 points

Participation (discussion questions and debate) 50 points

**Total 400 pts\*\***

\*\*According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components. The following may help you in this endeavor:

**University Writing Center**

All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student’s revisions, so they frequently provide a sounding board for a writer’s ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to [writingcenter.uconn.edu](http://writingcenter.uconn.edu/).

**Academic Integrity**

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn’s Responsibilities of Community Life: The Student Code and the Office of Community Standards: [http://www.community.uconn.edu](http://www.community.uconn.edu/)

**Course Policies:**

1. **Late Work Policy**

In order to move quickly and successfully through this course and in order to manage our time during the semester, deadlines will be strictly observed. Failure to deliver work on time is costly in the real world and it will cost you in this class as well.  You MUST turn in assignments on time to avoid penalty. *I suggest that you NOT put off doing an assignment until the last minute to avoid any technical problems.*

Late Work: Assignments and papers are due by 11:59 pm on the due date posted. All late assignments will receive a 10% point reduction penalty per day late.

Quizzes missed in class cannot be made up. Keep in mind that your two lowest quiz scores will be dropped. A dead battery in your iClicker is NOT a valid reason for missing a quiz… neither is forgetting to bring your clicker to class with you. You will not be able to take a quiz on paper as we often go over each question and answer during the quiz.

It is YOUR responsibility to make sure that your iClicker is working and that your quiz scores are being registered correctly. You should see a green “check mark” after answering questions with your clicker. If you don’t, raise your hand IMMEDIATELY and I will take care of it. Also, check your quiz grades on huskyct frequently.

All make-up exams will be entirely **essay-based (unless you have permission to reschedule the final exam as outlined below).**

**Exams cannot be made up without a reasonable cause as outlined below.**

If you miss the deadline for an assignment or an exam without a reasonable cause and/or you fail to follow the appropriate procedures for securing a make-up, you will receive a zero for that exam or assignment. No exceptions.

FINAL EXAM POLICY: The following policy from the Dean of Students pertains to missing final exams:

Final exam week for Fall 2017 takes place from Monday, December 11th through Sunday, December 17, 2017. Students are required to be available for their exam during the stated time. If you have a conflict with this time, you must visit the Dean of Students Office to discuss the possibility of rescheduling this exam.

Please note that vacations, previously purchased tickets or reservations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Dean of Students Office with any questions. Thank you in advance for your cooperation.

BUNCHED FINALS

Bunched finals may be rescheduled at the Information Desk in Wilbur Cross.

What ARE bunched finals?

2 exams scheduled at the same time

3 exams in consecutive time blocks spanning parts of two consecutive days (ex. 3-5:30, 6-8, next day 8-10)

3 exams in one day

4 exams in two consecutive days

INSTRUCTOR’S ROLE

If you have received permission to reschedule your final exam, your instructor is required to administer the final exam to you at another time that you both agree upon. Exams may be rescheduled prior to, or after the originally scheduled date of the final exam.

ABSENCES

An absence for a final exam will likely result in an “X” grade. “X” grades not resolved by the THIRD week of the next semester of your enrollment will be

converted to “F” by the Registrar. If it is unlikely that you would have passed

the class even if you took the exam, your instructor may record an F for your grade.

ACADEMIC DISHONESTY: Academic dishonesty on any course assignment will result minimally in receiving zero points on that assignment and may also lead to further disciplinary action.

According to the Uconn code on academic misconduct:

“A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned.

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.”

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn’s Responsibilities of Community Life: The Student Code and the Office of Community Standards: [http://www.community.uconn.edu](http://www.community.uconn.edu/)

**B. Grade Questions**

Exam and assignment and paper scores will be posted on the course web page via HuskyCT. If you feel there is an error in the grade assigned on a given exam or assignment, it is your responsibility to review the assignment in question and address the issue within one week of receiving the grade. If the matter cannot satisfactorily be resolved you must submit a one-page letter detailing the nature of the problem and why, exactly, you think your grade is incorrect. At this point, I will re-grade the portion of the assignment that is in question. The revised grade assigned by me will be final. Keep in mind that your grade could go up, but it could also go down. **I also expect that all questions regarding grades will be professional and phrased respectfully. If they are not, they will go unanswered.**

**C. Sources of assistance:**

The University of Connecticut offers several resources to the student in need. Here are some useful phone numbers:

• *Counseling and Mental Health Services*: 486-4705 (after hours: 486-3427) www.cmhs.uconn.edu

• *Career Services*: 486-3013 www.career.uconn.edu

• *Alcohol and Other Drug Services*: 486-9431 www.aod.uconn.edu

• *Dean of Students Office*: 486-3426 [www.dos.uconn.edu](http://www.dos.uconn.edu)

**D. Students with Disabilities:** The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities.    If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible.  The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu.  Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

In addition, please contact me as early as possible during the semester. Also please contact the Center for Students with Disabilities.

**E. Religious holidays:**

The following is the University’s official policy for missing work due to religious holidays: “Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work.”

**F. Email/Telephone Policy:** Your concerns are very important to me. However, please be understanding of the fact that I also teach one other course, supervise many dissertating PhD students, have research commitments, other responsibilities to UConn and personal commitments. Generally speaking I will try to respond to your emails or voicemails within 48 hours during the week. This may be longer over weekends or during holidays. I will try to respond to true emergencies as quickly as I am able.

**G. Classroom Civility:** Disruptive behavior spoils the learning environment for all students and will not be tolerated. Examples of disruptive behavior include, but are not limited to: making or receiving calls or text messages during class, engaging in online activities not pertinent to the current course discussion (this distracts not only you but those around you), talking with classmates while the professor is lecturing, habitually coming to class late and/or leaving early etc.

Politeness and tolerance towards your classmates and your professor is expected at all times.

**G. Misc.**

My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes; however, this authorization extends only to making one set of notes for your own personal use (or to share with a classmate who is concurrently enrolled in the course) and for NO other use.

You may not share copies of notes, slides, study guides, or other course material, or make commercial use of them without prior permission from me. This includes (but is not limited to) posting notes and study guides online or selling them through online note-sharing websites such as notehall.com.

If you have any concerns about the course, please let me know AS SOON as ANY issues arise. DO NOT WAIT UNTIL THE END OF THE SEMESTER.

**Lecture Topics and Assigned Readings**

**MODULE 1**

Tues 8/29: Introduction to course, syllabus, and course policies. Studying the media

Thur 8/31: Media effects? Yes or no? Brief review of media effects and related theories.

READ: E.M. Perse. Models of media effects.

**MODULE 2: Sex in the Media**

Tues 9/5: Sexual content on television: What’s on and how much?

READ: Kunkel et al. Sex on TV 4

READ: Dillman Carpintier et al “Sex, love and risk and responsibility”

Thur 9/7: Sexual health messages on TV and in other media:

READ: Hust, Brown, & L’Engle (2008) “Boys will be boys and girls better be prepared: An analysis of the rare sexual health messages in young adolescents’ media. *Mass Communication & Society, 11*, 3-23.

**MODULE 3: Sex in the Media: Reality TV**

Tues 9/12: The Relationship Between ‘‘Teen Mom’’ Reality Programming and Teenagers’

Beliefs About Teen Parenthood by Martins and Jensen.

Thur 9/13: Sex on the Shore: Wishful Identification and Parasocial Relationships as Mediators in the Relationship Between Jersey Shore Exposure and Emerging Adults’ Sexual Attitudes and Behaviors by Bond and Drogos.

**MODULE 4: Sex in the Media: Edutainment**

Tues 9/19: READ: Collins, R. L., Elliott, M. N., Berry, S. H., Kanouse, D. E., & Hunter, S. B. (2003). Entertainment television as a healthy sex educator: The impact of condom-efficacy information in an episode of *Friends*. *Pediatrics, 112*(5), 1115-1121.

Thur: 9/21: Watch episode 10, season 1, of East Los High.

**MODULE 5: Pornography**

Tues 9/26: Porn and Socialization

READ: Brown and L’Engle (2009). X-Rated. Sexual attitudes and behaviors associated with U.S. early adolescents’ exposure to sexually explicit media. *Communication Research, 36* (1), 129-151.

READ: Wight, P.J. (2014). Pornography and the sexual socialization of children: Current knowledge and a theoretical future. Journal of Children and Media, 8 (3), 305-312.

Outline draft of final paper due on huskyct by 11:59 PM

**Discussion forum response on East Los High due.**

Thur 9/28: READ: Braithwaite et al (2015). The Influence of Pornography on Sexual Scripts and Hooking Up Among Emerging Adults in College. *Archives of Sexual Behavior,* 44, 111-123.

READ: Van Ouytsel et al (2014) The Associations Between Adolescents’ Consumption of Pornography and Music Videos and Their Sexting Behavior

**MODULE 6: Pornography**

Tues 10/3: Prolonged versus single exposure.

Rape myth acceptance.

READ: M. Allen et al. Exposure to pornography and acceptance of rape myths

Thur: 10/5: In class writer’s workshop

**MODULE 7: Porn**

Tues 10/10: What causes harm? The sex or the violence? Slasher films!

READ: Linz et al. The effects of multiple exposures to filmed violence against women.

READ: Krafka, Linz, Donnerstein & Penrod (1997). Women’s reactions to sexually aggressive mass media depictions. Violence Against Women, 3 (2), 149-181.

Thur 10/12: IN CLASS DEBATE

**MODULE 8 Media Violence**

Tues 10/17: MIDTERM

Thur 10/19: Intro to research on media violence

READ: [International Society for Research on Aggression](http://www.psychology.iastate.edu/faculty/caa/VGVpolicyDocs/12ISRAMVcommission.pdf) Statement on Media Violence Effects (2012). *Aggressive Behavior, 38*, 335-341.

READ Kaiser Family Foundation: Key Facts on TV Violence

**MODULE 9: Video Games**

Tues 10/24: Video Game Effects

READ: Prot, S., Anderson, C. A., Gentile, D. A., Brown, S. C., & Swing, E. L. (2014). [The positive and negative effects of video game play](http://www.psychology.iastate.edu/faculty/caa/abstracts/2010-2014/14PAGBS.pdf). In A. Jordan & D. Romer (Eds.) *Children and Media (109-128).*New York: Oxford University Press.

First draft of final paper due on huskyct by 11:59 PM

Thur 10/26: Video Game Effects cont

READ: McGloin, Farrar & Fishlock (2015). Triple whammy! Violent games and violent controllers. *Journal of Communication.*

READ: Farrar, Krcmar, & McGloin (2013). The perception of human appearance in video games. *Mass Communication & Society, 16*, 299-324.

**MODULE 10: Video Games**

Tues 10/31: Other effects Public Policy Attitudes

Read: Lapierre & Farrar (2016). Learning to Love Guns: Links between Violent Video and Gun Based Game Play on Attitudes towards Guns. Under review at Psychology of Popular Media Culture**.**

Thur 11/2: Other effects Misogyny and Sexism and xenophobia

READ: Stermer, S.P., & Burkley, M. (2012). Sex-Box: Exposure to sexist video games predicts benevolent sexism. Psychology of Popular Media Culture.

READ: Saleem, M., Anderson, C.A. (2012). Arabs as terrorists: Effects of stereotypes within violent contexts on attitudes, perceptions and affect. *Psychology of Violence, 3* (1), 84-99.

**MODULE 11: Video Games**

Tues 11/7: Positive effects: READ: Greitemeyer, T., & Osswald, S. (2009). Prosocial video games reduce aggressive cognitions. *Journal of Experimental Social Psychology, 45*, 896-900.

**Thur 11/9:** Controversy

READ: Ferguson, C.J. (2013). Violent video games and the Supreme Court. American Psychologist, 68 (2), 57-74.

READ: Hoffman, A.J. (2014). Violent media games and aggression—Is it really time for a mea culpa? *American Psychologist, 69* (3), 305.

READ: Bushman, B.J., & Pollard-Sacks, D. (2014). Supreme Court decision on violent video games was based on the First Amendment, not scientific evidence. *American Psychologist, 69* (3), 306.

**MODULE 12: Writing week**

**Tues 11/14: NO CLASS due to National Communication Association Conference. Work on your drafts!**

**Thur 11/16 : NO CLASS due to National Communication Association Conference…work on your drafts!**

**11/19-11/26: Thanksgiving Break!**

**MODULE 13:**

Tues 11/28: Risk and Resilience approach

READ: Gentile, D.A., & Bushman, B.J. (2012). Reassessing media violence effects using a risk and resilience approach to understanding aggression. *Psychology of Popular Media Culture, 1* (3), 138-151.

Thur 11/30: IN CLASS DEBATE

**MODULE 14**

Tues 12/5: Smoking, alcohol, and drugs in the media.

READ: Snyder, Leslie B. (01/01/2010). "Youth substance use and the media." in *Handbook of drug use etiology: Theory, methods, and empirical findings.* *(1-4338-0446-8, 978-1-4338-0446-5)*, (p. 475).

READ: Zwarun et al.

Thur 12/7: SNS and alcohol abuse.

READ: Geusens, F., & Beullens, K. (2016). The Association Between Social Networking Sites and Alcohol Abuse Among Belgian Adolescents. *Journal of Media Psychology*.

READ: Westgate, E. C., Neighbors, C., Heppner, H., Jahn, S., & Lindgren, K. P. (2014). “I Will Take a Shot for Every ‘Like’ I Get on This Status”: Posting Alcohol-Related Facebook Content Is Linked to Drinking Outcomes. *Journal of Studies on Alcohol and Drugs*, *75*(3), 390–398.

Mon 12/12: **PAPERS DUE by 11:59 PM!**

**Final exam: TBA**

**2020-162 COMM 4640/W Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15841 |
| **Request Proposer** | Stifano |
| **Course Title** | Social Media: Research and Practice |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Social Media: Research and Practice |
| **Course Number** | 4640 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Course number has not changed on revision. |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2600 (formerly 1300); COMM 2200 (formerly 3200) or 2300 (formerly 3300) or 2500 (formerly 3100); ENGL 1007 or 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty with expertise in this area reside at the selected campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 4640/W. Social Media: Research and Practice 3.00 credits Prerequisites: COMM 1000 and 1300; COMM 3100 or 3200 or 3300. Grading Basis: Graded Examines social media from multiple perspectives, including understanding their effects through theoretical approaches and empirical research, as well as practical applications across various contexts. |
| **Provide proposed title and complete course catalog copy** | 4640/W. Social Media: Research and Practice 3.00 credits COMM 2600 (formerly 1300); COMM 2200 (formerly 3200) or 2300 (formerly 3300) or 2500 (formerly 3100); [W: ENGL 1007 and 1008; or ENGL 1010 or 1011 or 2011] Grading Basis: Graded Examines social media from multiple perspectives, including understanding their effects through theoretical approaches and empirical research, as well as practical applications across various contexts. |
| **Reason for the course action** | The department of Communication has recently re-examined its pre-requisites for various courses as part of updating the curriculum. As part of this work, we have identified the above changes for this course. It should be noted that no other features of this course have been changed. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | COURSE OBJECTIVES The purpose of this course is to examine social media from multiple perspectives, including theories that guide our understanding of their effects on individuals and society, current research on their role in various settings, and practical applications of them in personal and professional use. The first part of the course lays the groundwork with the interpersonal, media, and psychological theories that inform social media use; and the remainder of the course applies these theories to various contexts such as politics, education, and advertising. Students will learn to review and critique the current research on social media, as well as conduct their own research of the existing literature. Students will also learn applied skills and best practices of social media use as a set of communication tools. By the end of this course you will be able to: • Define theories and concepts that explain the use and effects of social media • Summarize the current scope of research on social media use and effects • Explain how social media research is conducted • Examine the impact of social media in various real world contexts • Evaluate your own social media use based on theory and research • Apply best practices for social media use across platforms and settings • (W version) Demonstrate writings skills and techniques followed in the Communication discipline • (W version) Master the social scientific writing style, based on the guidelines of the American Psychological Association. |
| **Describe course assessments** | Non-W: Weekly Assignments, Social Media Project, Written Reflections W: Exams; Semester-Long Paper developed and revised throughout the course. |
| **General Education Goals** | Consistent with W courses in the Department of Communication, this course connects its primary subject matter intimately to writing by allowing students to investigate extant literature in this area of the discipline, synthesize the literature through the development of a paper, and participate in the review and revision process to refine their ideas. Students completing the W version of this course will better be able to articulate knowledge of this particular subject matter through their writing, which can also serve as strong preparation for graduate work in the discipline. NOTE TO GEOC-W: This submission merely adjusts pre-requisites; no changes have been made to the approved W course on file in terms of writing components. |
| **Writing Competency** | This course provides a course paper as an assignment requiring students to review the literature on \_\_\_\_\_\_\_\_ and provide at least 8 references, cited in proper APA format. Students will work through a Topic and Abstract (due Week 3), followed by a Paper Outline and Reference List (due between weeks 6 and 8), then a First Draft (due week 11), and ultimately a Final Submission (due during finals week). Both drafts will be accompanied by a cover letter, and in-class time will be set aside to work on papers and assist peers with their papers. Extensive guidelines are provided at the back of the syllabus for this writing assignment, including clear language that failure of the writing components of the course would constitute failure of the class. NOTE TO GEOC-W: This submission merely adjusts pre-requisites; no changes have been made to the approved W course on file in terms of writing components. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [comm\_4640W\_proposed\_social\_media\_syllabus\_r1.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172916&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C0da505128154439574e508d7c91f6de8%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637199009133100017&sdata=fS0cxsQCT4LTi%2FViYpsRh6ld4JWeiu2Xg0VwStVNmEk%3D&reserved=0) | comm\_4640W\_proposed\_social\_media\_syllabus\_r1.docx | Syllabus | | [4640 S19 Syllabus Oeldorf-Hirsch.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172917&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C0da505128154439574e508d7c91f6de8%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637199009133105008&sdata=E9gg9RrJET8QzBBUph8%2BCi7crgtjtM353RkOX6v%2BEYY%3D&reserved=0) | 4640 S19 Syllabus Oeldorf-Hirsch.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/15/2020 - 14:59 | Submit |  | Submitted with notations to delinate the W and non-W versions; syllabi for each attached. | | Communication | Stephen C Stifano | 03/15/2020 - 15:44 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

COMM 4640W: Social Media: Research and Practice

Instructor: Anne Oeldorf-Hirsch, PhD | [anneo@uconn.edu](mailto:anneo@uconn.edu) | 860-486-3968  
Office hours: <http://advapp.uconn.edu> | Arjona 218

**COURSE OBJECTIVES**

The purpose of this course is to examine social media from multiple perspectives, including theories that guide our understanding of their effects on individuals and society, current research on their role in various settings, and practical applications of them in personal and professional use. The first part of the course lays the groundwork with the interpersonal, media, and psychological theories that inform social media use; and the remainder of the course applies these theories to various contexts such as politics, education, and advertising. Students will learn to review and critique the current research on social media, as well as conduct their own research of the existing literature. Students will also learn applied skills and best practices of social media use as a set of communication tools. By the end of this course you will be able to:

* Define theories and concepts that explain the use and effects of social media
* Summarize the current scope of research on social media use and effects
* Explain how social media research is conducted
* Examine the impact of social media in various real world contexts
* Evaluate your own social media use based on theory and research
* Apply best practices for social media use across platforms and settings
* Demonstrate writings skills and techniques followed in the Communication discipline
* Master the social scientific writing style, based on the guidelines of the American Psychological Association.

**MATERIALS**

* Required: Sheldon, P. (2015). *Social Media: Principles and Applications*. New York: Lexington Books. ISBN: 9780739192641.
  + Additional weekly readings provided on HuskyCT
* Recommended: *Publication manual of the American Psychological Association, 6th edition*. ISBN: 978-1433805615

**COURSE COMPONENTS AND GRADING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Exams** |  |  | **Writing Assignment** |  |  |
| * Exam 1 * Exam 2 * Exam 3 | 45 pts  45 pts  45 pts | 15%  15%  15% | * Paper Topic and Abstract * Paper Outline & Reference List * First Draft of Full Paper * Final Draft of Full Paper * 10-Minute In-Class Paper Presentation | 15 pts  30 pts  45 pts  60 pts  15 pts | 5%  10%  15%  20%  5% |

**Grades**

Grades are not given; they are **earned**. This is an upper level course and I expect you to perform and produce work of the highest quality. Keep up with the material and see the instructor or teaching assistant whenever you have any questions.

**According to university-wide policies for W courses, one cannot pass a W course without earning a passing grade on its writing components.**

Grades will be posted on HuskyCT as soon as they become available. Come to office hours or set up an appointment to discuss questions about grades. In accordance with [FERPA regulations](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html), grades cannot be discussed by email, and must be discussed in person.

Grades are based on the percentage of possible points you earn on the following scale.   
*Grades are not rounded up.*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 92-100 | 90-91.99 | 88-89.99 | 82-87.99 | 80-81.99 | 78-79.99 | 72-77.99 | 70-71.99 | 68-69.99 | 62-67.99 | 60-61.99 | 0 – 59.99 |

**COURSE ASSIGNMENTS AND REQUIREMENTS**

**Final paper**

Your major writing assignment for this course is a 15-page literature review that addresses research on a single topic related to social media use. This will be done in a semester long build and revise method. See details at end of syllabus.

**Exams**

There will be three exams, each covering content from the previous three textbook chapters. The exams will cover the textbook, other required readings, lecture material, and topics discussed during class. The format of the exams is multiple choice and short answer. There is no cumulative final exam.

Exams must be taken during the scheduled exam time. All requests for make-up exams due to athletic participation, job interviews, special religious observances, or other foreseeable purposes must be made **48 hours prior** to the exam, and require documentation. A last-minute make-up exam can only be taken with proof of a valid medical excuse or extenuating circumstance.

**COURSE POLICIES**

**Attendance**

Attendance is expected each day, and classes should not be missed except in the case of university-approved travel, illness, or an emergency. A large portion of the work for this class is done during class time or relies heavily on material discussed in class. In addition to course lecture material and in-class assignments, announcements and information about how to complete assignments will be communicated during class. If you are not present to learn the material or how to accomplish a particular assignment, you are not likely to perform well on the assignment or exams. If you do miss a class, please coordinate with another student to obtain missed notes and assignment information.

**Class Participation**

You are expected to come to each class meeting having done the required readings in advance. Actively engage in class discussion, and never hesitate to voice your beliefs or ask questions.

**Late Work**

Any work that is turned in after a designated deadline will be considered late. If an assignment is turned in within 48 hours of the deadline it will receive half-credit of the graded value. Any assignment turned in after 48 hours of a deadline will not be graded and will receive a 0. There are no exceptions to this rule, unless a student has made arrangements with the professor before the assignment was due, or in the case of a documented emergency.

**Laptops/Cell phones**

We will be using technology such as laptops, tablets, and smartphones for various assignments in class, so you may bring and use your devices. However, when we are not using them for a class assignment, please be respectful to yourself, to your instructor, and to your classmates in your use of your technology. Laptops may be used to take notes, but getting online to do other things such as send email, check social media, or shop during lectures is not acceptable, as it is disruptive to your learning and to those around you who may be trying to focus.

**Classroom Civility**

In this course, it is important that people and ideas are treated with respect, and that class time is used productively. Please avoid behaviors that make it difficult to accomplish our mutual objectives (e.g., side conversations, showing disrespect to classmates, coming to class late or leaving early, etc.). In addition, please refrain from disruptive technology use in class (see technology policy above). Understand that I will impose appropriate penalties if such behaviors are flagrantly or routinely exhibited. Immature behavior will not be tolerated, period.

**Academic MISCONDUCT**

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating); failing to properly credit information, research, or ideas to their rightful originators; or representing such information, research, or ideas as your own (e.g., plagiarism). Cheating or plagiarism may result in failing this course and/or removal from the university.

Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation. If there is evidence of any deliberate violation of academic integrity (e.g., cheating, plagiarism, or the like), including collaboration or sharing of course content, materials, etc., your instructor will pursue the most punitive response the university allows. **Please ask if you have questions or concerns.**

See <http://community.uconn.edu/the-student-code-appendix-a/> for more information on the University's student code as it pertains to Academic Integrity.

**STUDENTS WITH DISABILITIES**

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

**COPYRIGHT**

Lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are the instructor’s original expression and have been recorded prior to or during lecture in order to ensure copyright protection. Students are authorized to take notes in class and record lectures. However, this authorization extends only to your own personal use and no other use. You may not copy this material, provide copies of materials to anyone else, or make a commercial use of them without prior permission from the instructor.

**POLICY AGAINST DISCRIMINATION, HARASSMENT AND RELATED INTERPERSONAL VIOLENCE**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at <http://equity.uconn.edu> and <http://titleix.uconn.edu>.

**OTHER RESOURCES**

CLAS Academic Services Center  
860-486-2822  
<http://clasadvising.uconn.edu>

Career Services

860-486-3013   
[http://career.uconn.edu](http://career.uconn.edu/)

Counseling and Mental Health Services

860-486-4705 (after hours: 860-486-3427) <http://counseling.uconn.edu>

Dean of Students Office

860-486-3426   
[http://dos.uconn.edu](http://dos.uconn.edu/)

[](http://rainbowcenter.uconn.edu/)

**COURSE SCHEDULE**

**This schedule is subject to change.**

Any changes to the schedule will be announced in class and updated on HuskyCT.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topics Covered** | **Readings** | **Deadlines** |
| 1 | Tue 8/29 | Introduction to social media and each other |  |  |
| Thu 8/31 | Writing workshop  Review of sample papers |
| 2 | Tue 9/5 | Social Media and  Traditional Interpersonal Communication Theories | * Textbook chapter 1 |  |
| Thu 9/7 |  |
| 3 | Tue 9/12 | Social Media and  Theories of Mass Communication | * Textbook chapter 2 |  |
| Thu 9/14 | Paper Topic & Abstract due |
| 4 | Tue 9/19 | Psychology of Social Media | * Textbook chapter 3 |  |
| Thu 9/21 |  |
| 5 | Tue 9/26 | Exam 1 |  |  |
| Thu 9/28 | Writing day |  |
| 6 | Tue 10/3 | Social Media in Politics | * Textbook chapter 4 |  |
| Thu 10/5 |  |
| 7 | Tue 10/10 | Social Media Privacy  and Security | * Textbook chapter 5 |  |
| Thu 10/12 |  |
| 8 | Tue 10/17 | Social Media in Education | * Textbook chapter 6 |  |
| Thu 10/19 |  |
| 9 | Tue 10/24 | Exam 2 |  |  |
| Thu 10/26 | Writing day |  |
| 10 | Tue 10/31 | Social Media and  Disaster Communication | * Textbook chapter 7 |  |
| Thu 11/2 |  |
| 11 | Tue 11/7 | Social Media  and Advertising | * Textbook chapter 8 |  |
| Thu 11/9 | First Draft due |
| 12 | Tue 11/14 | Social Media Addiction | * Textbook chapter 9 |  |
| Thu 11/16 |  |
|  | Tue 11/21 | THANKSGIVING BREAK | | |
| Thu 11/23 |
| 13 | Tue 11/28 | Exam recap &  Writing day |  |  |
| Thu 11/30 | Exam 3 |  |  |
| 14 | Tue 12/5 | Paper presentations |  |  |
| Thu 12/7 | Paper presentations |  |  |
| Finals week | 12/11-12/16 |  |  | **Final Draft due** |

**WRITING ASSIGNMENT GUIDELINES**

**Overview**

Your major writing assignment for COMM 4640W should address research literature on a single topic related to social media use or effects. This will be done in a semester long build and revise method.

*As per University Guidelines for W courses: “A student cannot pass a W course without earning a passing grade on its writing components.”*

**Guidelines**

* 15-page Standard Academic Literature Review on social media-related topic of interest

For the paper, you will choose a topic within social media to research. Treat this like a professional paper, as this will be beneficial as a writing sample or future research/contribution to the field.

**References**

You’ll need to reference 8-10 sources on a relevant issue of your choosing. The articles must be from academic books or journals. The latter can be found in the main library, or any number of online resources, and might include such titles as *Journal of Computer-Mediated Communication, Communication Research, Journal of Communication, Computers in Human Behavior*, and *Cyberpsychology, Behavior, and Social Networking*, among others.

General education textbooks (e.g. Dominick’s *Introduction to Mass Communication*) do *not* count as scholarly sources, nor do periodicals (e.g., *TIME*). These may be used, but they will not be counted towards your 8-10 required peer-reviewed sources.

Please *do not* use meta-analyses or entire books for this assignment. Articles that merely review a book on a subject are also *not* acceptable choices.

**Acceptable Topic Areas**

You may review any social media-related topic, so long as (1) all references address the same topic, which should be narrowly defined, and (2) academic sources are relatively timely (i.e., published within the last decade or two). Think of your personal interests and course content when choosing a topic. Any topical heading appearing on the syllabus would be appropriate for study, but feel free to address other dimensions of communication messages or effects as well. Once you've selected a topic area, consult the course text for possible research sources.

Overly broad topics (e.g., “Effects of social networking sites use on society”) should be avoided. Be very specific with your focus (e.g. “Effects of self-presentation on Facebook”). Take care to delimit your topic to one medium or genre.

Also, remember to focus on social media-related issues. A review of “classical Greek literature” would not be appropriate for this course. I’d be happy to help you identify workable topic areas and recommend sources during the next week or so. Remember to utilize the Communication Sciences librarian, Dawn Cadogan, as a resource as well.

**Assignment Descriptions**

Each submission requires something specific to be considered a completed draft. All submissions should follow APA guidelines.

*Paper Topic and Abstract*

This should be a one page abstract/proposal that outlines what topic you would like to do, what method you would like to use, and why this topic and method is appropriate for this assignment.

*Paper Outline and Reference List*

This submission should include a fully realized outline of the topic and argument you are presenting. In-text citations should be used where appropriate, and there should be a full APA References page included at the end. Claims should be made in full sentences, but backup information can be bullet points. A clear thesis should also be made early in the paper. Section headers should be appropriate to the type of writing.

*First Draft of Full Paper*

This submission should be a complete draft of the paper. Feedback will be given with careful attention to content and style. Be sure to include a cover letter that reports what you are most concerned with or are having trouble with so that I can focus my feedback on addressing your concerns.

*Final Submission*

This is the final draft of your paper and should be uploaded to HuskyCT by 5pm on the final exam date.

**Assignments and Submission Format**

There will be four submissions throughout the semester. This process is designed to build the complete 15 page final submission. The writing will be done in stages with an emphasis on revision.

**Please submit your assignment electronically via HuskyCT, *by 11:59p.m.* by the due date.** *Do not send via email.* No paper copies accepted.

Writing assignments are to be turned in electronically, with a cover letter, to me **via HuskyCT.** Submit your paper ***as an attachment*** within the assignment tab. Your paper must be submitted in one of the following formats: a Word document (.doc or .docx), or a PDF. Simply cutting and pasting your paper into the submission box in HuskyCT will not keep your formatting (which is one of the things you are being graded on). If you are having problems with HuskyCT, email me the file immediately, so as to avoid any late penalties. **Files submitted after the deadline due to technical issues will still incur a late penalty.**

When you submit your ***first and final drafts*** you need to include a cover letter (the cover letter can either be a second, separate Word document or you can make it the first page of your assignment). Each draft requires a cover letter. A template of how to word the cover letter for your initial draft submission and for your revised submissions are below.

Template of Cover Letter **for a Draft**:

Dear Professor Oeldorf-Hirsch,

In this draft I am trying to....

I think that the strongest parts of the draft are.... And what I struggled with most was....

My top two priorities for revising are....

Other things that I know I need to work on include...

Questions I have for you at this stage are...

Sincerely,

[your name]

I will use this information in your cover letter to help me better review and critique your assignment. For example, if you know your article summaries are not as strong as your analysis of the articles’ conclusions, then I will know to give you more directed feedback about analyzing articles for a literature review.

When you *resubmit* your paper, you will write **another** cover letter:

Template of Cover Letter **for a Final Paper:**

Dear Professor Oeldorf-Hirsch,

In this paper I am trying to...

In my first draft I…

Given the feedback I received on that draft, I decided to... because…

For this final draft I concentrated most of my efforts on… because…

What I struggled with most was...

If given more time, I would work on…

I think that the strongest parts of the final essay are…

Other things you may want to keep in mind as you read this essay are…

Sincerely,

[your name]

**2020-163 COMM 4650 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15838 |
| **Request Proposer** | Stifano |
| **Course Title** | Human-Computer Interaction |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Human-Computer Interaction |
| **Course Number** | 4650 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Number has not changed. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2600 (formerly 1300) or COMM 3610 (formerly 4660) |
| **Corequisites** | None |
| **Recommended Preparation** | COMM 3600 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty expertise for this course resides at the Storrs campus. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 4650. Human-Computer Interaction 3.00 credits | May be repeated for a total of 12 credits. Prerequisites: COMM 1300; open to juniors or higher. Recommended preparation: COMM 3600. Grading Basis: Graded Human interaction with computer technology and methods of evaluating communication systems for different populations and usage goals. |
| **Provide proposed title and complete course catalog copy** | 4650. Human-Computer Interaction 3.00 credits Prerequisites: COMM 2600 (formerly 1300) or COMM 3610 (formerly 4660). Recommended preparation: COMM 3600. Grading Basis: Graded Human interaction with computer technology and methods of evaluating communication systems for different populations and usage goals. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Course Objectives This course is being offered with the following objectives in mind. This, however, does not rule out the possibility of incidental learning experiences, which can be enriching in their own way. The following objectives are guiding principles to course our way through the semester in an organized fashion. After taking this course, students will be able to – • Understand and critically evaluate how humans interact with computing and interactive technologies in various settings • Examine the processes involved in the design, testing, and evaluation of new computing and communication tools, applications, and services • Understand user-centered interaction design principles and processes in relation to overall user experience (UX) goals • Explore how technologies evolve based on new needs, new interests, and new visions situated in existing socio-technological contexts and infrastructures |
| **Describe course assessments** | Reading Responses, in-class activities, Exams, Prototyping. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [COMM4650\_HCI\_Bellur\_SP20(1).pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172913&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C501312aeff544b52523008d7c90c61d8%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637198927328311123&sdata=zO0BI1YaEGhgCFVP4v7dl0X%2FJuVTvdTr9UvbERtnyrg%3D&reserved=0) | COMM4650\_HCI\_Bellur\_SP20(1).pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/15/2020 - 12:09 | Submit |  | Submitted. | | Communication | Stephen C Stifano | 03/15/2020 - 12:25 | Approve | 3/11/2020 | Approved by COMM faculty 3/11/20 | |

***Add W or Non-W Section Only***

**2020-164 COMM 3600/W Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15852 |
| **Request Proposer** | Stifano |
| **Course Title** | New Communication Technologies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | New Communication Technologies |
| **Course Number** | 3600 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Course number has not changed in this revision. |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2600 (formerly 1300); ENGL 1007 or 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty with this expertise reside at these campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 3600. New Communication Technologies 3.00 credits Prerequisites: COMM 1300; open to juniors or higher. Recommended preparation: COMM 3300. Grading Basis: Graded An overview of new communication technologies. Topics include the uses, evolution, diffusion, operation, and effects of new communication technologies. |
| **Provide proposed title and complete course catalog copy** | COMM 3600. New Communication Technologies 3.00 credits Prerequisites: COMM 2600 (formerly 1300) Grading Basis: Graded An overview of new communication technologies. Topics include the uses, evolution, diffusion, operation, and effects of new communication technologies. COMM 3600W. New Communication Technologies 3.00 credits Prerequisites: COMM 2600 (formerly 1300); ENGL 1007 or 1010 or 1011 or 2011. Grading Basis: Graded |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course prerequisites to provide better clarity to our students. This change aligns this course with our goal to remove class standing restrictions from the majority of our courses. Adding a W option at the 3000 level also aligns with our curricular plan to allow students to meet their W requirement within theory-heavy areas of the discipline. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This course is designed to help you become informed members of the Information Society by providing an overview of new communication technologies, their operation, policies, and impacts on individuals and societies. The two major goals of this course are to teach you about the technical aspects of communication technologies, and to help you think critically about the many issues that arise in the rapid development and growth of new technology. By the end of this course, you will be able to: • Understand the history and development of communication technology and policy • Explain how various communication technologies function • Use new communication technology to gather, share, and evaluate information • Develop digital technology literacy and skills • Apply theories and concepts of technology use to your own technology use • Interpret the impacts of new technology in light of technology theories and research • (W) Write a compelling research paper related to contemporary issues related to New Communication Technologies. |
| **Describe course assessments** | Non-W: Participation, Communication Technology Project, Exams W: Participation, Communication Technology Research Paper, Exams |
| **General Education Goals** | GEOC Goals: Consistent with W courses in the Department of Communication, this course connects its primary subject matter intimately to writing by allowing students to investigate extant literature in this area of the discipline, synthesize the literature through the development of a paper, and participate in the review and revision process to refine their ideas. Students completing the W version of this course will better be able to articulate knowledge of this particular subject matter through their writing, which can also serve as strong preparation for graduate work in the discipline. |
| **Writing Competency** | Writing Competency: This course provides a course paper as an assignment requiring students to review the literature on New Communication Technology and provide at least 8 references, cited in proper APA format. Students will work through a Topic and Abstract, followed by a Paper Outline and Reference List, then a First Draft , and ultimately a Final Submission (due during finals week). Both drafts will be accompanied by a cover letter, and in-class time will be set aside to work on papers and assist peers with their papers. Extensive guidelines are provided at the back of the syllabus for this writing assignment, including clear language that failure of the writing components of the course would constitute failure of the class. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [3600-Syllabus-CCC.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172940&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cd287684b94de47c7b3ca08d7ca68aa83%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200423209871716&sdata=Oe%2FC5liV4aWnDqRFYmi7ouIq0oiHM9i577nzaQbIMBk%3D&reserved=0) | 3600W-Syllabus.docx | Syllabus | | [3600 F19 syllabus Oeldorf-Hirsch.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172941&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cd287684b94de47c7b3ca08d7ca68aa83%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200423209881708&sdata=zM9Yjw%2F5DhRwpCwzygA%2FWj8F9Q0es3ADp9J9zNPqvo0%3D&reserved=0) | 3600 F19 syllabus Oeldorf-Hirsch.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/16/2020 - 14:52 | Submit |  | Submitted to revise existing course number/pre-reqs and add a new W version of the course. Syllabus for prospective W version included along with syllabus for non-W version. | | Communication | Stephen C Stifano | 03/16/2020 - 15:01 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

COMM 3600W: New Communication Technologies  
Fall 2020 – Prospective W Version

## COURSE OBJECTIVES

This course is designed to help you become informed members of the Information Society by providing an overview of new communication technologies, their operation, policies, and impacts on individuals and societies. The two major goals of this course are to teach you about the technical aspects of communication technologies, and to help you think critically about the many issues that arise in the rapid development and growth of new technology. By the end of this course, you will be able to:

* Understand the history and development of communication technology and policy
* Explain how various communication technologies function
* Use new communication technology to gather, share, and evaluate information
* Develop digital technology literacy and skills
* Apply theories and concepts of technology use to your own technology use
* Interpret the impacts of new technology in light of technology theories and research
* Write a compelling research paper related to contemporary issues related to New Communication Technologies.

## REQUIRED MATERIALS

Access materials via UConn Bookstore here: <https://tinyurl.com/8207-F19-COMM-3600-03>

* Grant & Meadows (2018). *Communication Technology Update and Fundamentals* (16th ed.). Focal Press. ISBN: 978-1138571365
* iClicker 2 remote or iClicker Reef mobile app

**COURSE COMPONENTS**

|  |  |  |  |
| --- | --- | --- | --- |
| Daily iClicker participation | 26 x 1 point each (-6 lowest dropped) | | 20 points |
| Comm Tech Paper | Multiple components: | | (130 points) |
|  | Topic selection and Abstract | | 20 points |
|  | Outline and Reference List | | 30 points |
|  | First Draft | | 40 points |
|  | Second Draft | | 40 points |
| Exams | 3 x 50 points each | | 150 points |
| Total | |  | 300 points |

**GRADING**

Grades are not given; they are **earned**. This is an upper level course and I expect you to perform and produce work of the highest quality. Keep up with the material and see the instructor or whenever you have any questions. I’m here to help and want you all to succeed.

Grades will be posted on HuskyCT as soon as they become available. Come to office hours or set up an appointment to discuss questions about grades. If you do not question it, a grade becomes permanent one week after it has been posted to HuskyCT. Privacy laws prohibit the discussion of grades via email.

Grades are based on the percentage of possible points you earn on the following scale. Grades are not rounded up.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 92-100 | 90-91.99 | 88-89.99 | 82-87.99 | 80-81.99 | 78-79.99 | 72-77.99 | 70-71.99 | 68-69.99 | 62-67.99 | 60-61.99 | 0 – 59.99 |

**COURSE ASSIGNMENTS AND REQUIREMENTS**

**Daily Participation**

You will be evaluated on your participation in this course through iClicker questions. Polls contain questions a mix of survey and quiz questions. You have the opportunity to earn **one point each day** that you participate in class polls for up to 20 total points. There are 26 class periods (all periods except for exams) during which to earn these points, meaning that the lowest 6 scores (including zeros) are dropped. In-class participation points can only be earned in class and cannot be made up for missed classes.

**Comm Tech Research Paper**

This is a *semester-long assignment*which requires several components. You will pick a technology topic to analyze in writing, drawing on scholarly literature. You will submit a topic and abstract, followed by a paper outline with references, followed by two drafts, the second of which will incorporate revisions on the first. **All deadlines are on Fridays at 11:59pm.** See course schedule for dates. Complete writing assignment details are located at the back of this syllabus. As a W course, you can only pass the course if you pass the written components.

**Exams**

There will be **three exams**; the first and second exam will be given during the semester and the third exam will be given during finals week. The exams will cover both the required readings from the text along with any materials covered and discussed during class. The format of the exams is multiple choice.

Exams must be taken during the scheduled exam time. All requests for make-up exams due to athletic participation, job interviews, special religious observances, or other foreseeable purposes must be made **48 hours prior** to the exam and require documentation. A last-minute make-up exam can only be taken with proof of a valid medical excuse or extenuating circumstance.

***Final Exam policy***  
Final exam week for Fall 2019 takes place from **Monday, December 9th through Sunday, December 15, 2019**. Students are required to be available for their exam during the stated time. If you have a conflict with this time, you must visit the Dean of Students Office to discuss the possibility of rescheduling this exam. See <https://dos.uconn.edu/finals-rescheduling/> for more information.

Please note that vacations, previously purchased tickets or reservations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Dean of Students Office with any questions. Thank you in advance for your cooperation.

**COURSE SCHEDULE**

**This schedule is subject to change.**

Any changes to the schedule will be announced in class and updated on HuskyCT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topics Covered** | **Readings** | **Deadlines** |
| 1 | Tue 8/27 | Introduction to communication technology |  |  |
| Thu 8/29 | Communication Technology Ecosystem & history of comm tech | Chapter 1  Chapter 2 |  |
| 2 | Tue 9/3 | Adoption and diffusion of communication technology | Chapter 3 |  |
| Thu 9/5 | Comm Tech Project: Topic & Abstract due Friday, 9/6, 11:59pm |
| 3 | Tue 9/10 | Motivations for communication  technology use | Chapter 3 |  |
| Thu 9/12 |  |
| 4 | Tue 9/17 | Communication industries | Chapter 4 |  |
| Thu 9/19 | Comm tech policy | Chapter 5 |  |
| 5 | Tue 9/24 | Content wrapup /  Exam review |  |  |
| Thu 9/26 | **Exam 1: Chapters 1-5** | | Comm Tech Project:  Outline and References Due  Friday, 9/27, 11:59pm |
| 6 | Tue 10/1 | Radio & digital audio | Chapter 8 |  |
| Thu 10/3 | **Guest Speaker:**  Samantha Mackowitz, Communications and Social Media Specialist at Flywire |  | Extra credit opportunity due Monday, 10/7, 11:59pm |
| 7 | Tue 10/8 | Television & digital video | Chapter 6  Chapter 7  Chapter 16 |  |
| Thu 10/10 |  |
| 8 | Tue 10/15 | Computers & networks | Chapter 11  Chapter 21  Chapter 22 |  |
| Thu 10/17 |  |
| 9 | Tue 10/22 | Internet / Internet of Things (IoT) | Chapter 23  Chapter 12 |  |
| Thu 10/24 |  |
| 10 | Tue 10/29 | Content wrapup /  Exam review |  |  |
| Thu 10/31 | **Exam 2: Chapters 6-8, 11-12, 16, 21-23** | | Comm Tech Project:  Draft One due Friday, 11/1, 11:59pm |
| 11 | Tue 11/5 | Social media | Chapter 24 |  |
| Thu 11/7 |  |
| 12 | Tue 11/12 | Big data | Chapter 25 |  |
| Thu 11/14 |  |
| 13 | Tue 11/19 | Virtual & augmented reality | Chapter 15 |  |
| Thu 11/21 |  |
| 14 | Tue 11/26 | **THANKSGIVING BREAK** | | |
| Tue 11/28 |
| 15 | Tue 12/3 | Snow day | | |
| Thu 12/5 | BYOT  (Bring Your Own Topic) |  | Comm Tech Project:  Final Draft due Friday, 12/6, 11:59pm |
| **Finals week** | **Tue 12/10**  **8:00am** | **Exam 3: Chapters 15, 24, 25** | | |

**COURSE POLICIES**

**HuskyCT**

This course uses HuskyCT for all course material and assignment submissions. All course announcements are posted on HuskyCT, so please check frequently. You are responsible for all information posted there.

**Attendance & Participation**

You are expected to come to each class meeting having done the required readings and ready to participate in discussions about that week’s topic. In addition to course lecture material, announcements and information about how to complete assignments will be communicated during class. If you are not present to learn the material or how to accomplish a particular assignment, you are not likely to perform well on the assignment or exams. If you do miss a class, please coordinate with another student to obtain missed notes and assignment information.

**Late Assignments**

Any work that is turned in after a designated deadline will be considered late. Late work loses **10% of the grade each day** that it is late. This means, that the *maximum* possible grade is reduced to that grade; it does **not** mean that letter grade is guaranteed (e.g., Assignments turned in one day late can only earn a maximum of a 90%, but are still graded according to the rubric). There are no exceptions to this rule, unless a student has made arrangements with the professor before the assignment was due, or in the case of a documented emergency.

**Laptops/Cell phones**

Please bring your laptop, tablet, and/or mobile phone to class daily for in-class tasks. Laptops/tablets may also be used to take notes, but getting online to do other things such as check social media, watch videos, or shop during lectures is disruptive to your learning and to those around you who may be trying to focus. Please also refrain from using your cell phone for any other purpose during class. Be respectful to your instructor, and to your classmates, and *to yourself* in your use of your technology. If your behavior is deemed disruptive you will be asked to put away the device or leave the classroom.

**Classroom Civility**

In this course, it is important that people and ideas are treated with respect, and that class time is used productively. Please avoid behaviors that make it difficult to accomplish our mutual objectives (e.g., side conversations, showing disrespect to classmates, coming to class late or leaving early, etc.). In addition, please refrain from disruptive technology use in class (see technology policy above). Understand that I will impose appropriate penalties if such behaviors are flagrantly or routinely exhibited. Immature behavior will not be tolerated, period.

**COPYRIGHT**

My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I have recorded them prior to or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class and record my lectures. However, this authorization extends only to your own personal use and no other use. You may not copy this material, provide copies to others, post materials online, or make commercial use of them without prior permission from me.

**Academic Misconduct (CHEATING, Plagiarism)**

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating); failing to properly credit information, research, or ideas to their rightful originators; or representing such information, research, or ideas as your own (e.g., plagiarism). Cheating or plagiarism may result in failing this course and/or removal from the university.

Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation. If there is evidence of any deliberate violation of academic integrity (e.g., cheating, plagiarism, or the like), including collaboration or sharing of course content, materials, etc., your instructor will pursue the most punitive response the university allows. Sometimes these standards are subtle; please ask if you have questions or concerns.

See https://community.uconn.edu/the-student-code-appendix-a/ for more information on the University's student code as it pertains to Academic Integrity.

**STUDENTS WITH DISABILITIES**

Please contact the instructor at the beginning of the semester to discuss academic accommodations that may be needed during the semester due to a documented disability.

The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a documented disability, you may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities.

If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at [csd@uconn.edu](mailto:csd@uconn.edu). Detailed information regarding the process to request accommodations is available on the CSD website at <https://csd.uconn.edu/>.

**UNIVERSITY POLICIES**

**Policy against Discrimination, Harassment and Inappropriate Romantic Relationships**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at [policy.uconn.edu/?p=2884](http://policy.uconn.edu/?p=2884)

**Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](http://www.ode.uconn.edu/) under the [Sexual Assault Response Policy](http://policy.uconn.edu/?p=2139).  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.  More information is available at [titleix.uconn.edu](https://titleix.uconn.edu/)

**RESOURCES**

[](http://rainbowcenter.uconn.edu/)CLAS Academic Services Center

860-486-2822

[clasadvising.uconn.edu](http://clasadvising.uconn.edu)

Career Services

860-486-3013

[career.uconn.edu](http://career.uconn.edu)

Dean of Students Office

860-486-3426

[dos.uconn.edu](http://dos.uconn.edu)

Counseling and Mental Health Services

860-486-4705 (after hours: 860-486-3427)

[counseling.uconn.edu](http://counseling.uconn.edu)

**WRITING ASSIGNMENT GUIDELINES**

**Overview**

Your major writing assignment for COMM 3600 should address research literature on a single topic related to communication technology use or effects. This will be done in a semester long build and revise method.

*As per University Guidelines for W courses: “A student cannot pass a W course without earning a passing grade on its writing components.”*

**Guidelines**

* 15-page Standard Academic Literature Review on social media-related topic of interest

For the paper, you will choose a topic within Communication Technology to research. Treat this like a professional paper, as this will be beneficial as a writing sample or future research/contribution to the field.

**References**

You’ll need to reference 8-10 sources on a relevant issue of your choosing. The articles must be from academic books or journals. The latter can be found in the main library, or any number of online resources, and might include such titles as *Journal of Computer-Mediated Communication, Communication Research, Journal of Communication, Computers in Human Behavior*, and *Cyberpsychology, Behavior, and Social Networking*, among others.

General education textbooks (e.g. Dominick’s *Introduction to Mass Communication*) do *not* count as scholarly sources, nor do periodicals (e.g., *TIME*). These may be used, but they will not be counted towards your 8-10 required peer-reviewed sources.

Please *do not* use meta-analyses or entire books for this assignment. Articles that merely review a book on a subject are also *not* acceptable choices.

**Acceptable Topic Areas**

You may review any communication technology-related topic, so long as (1) all references address the same topic, which should be narrowly defined, and (2) academic sources are relatively timely (i.e., published within the last decade or two). Think of your personal interests and course content when choosing a topic. Any topical heading appearing on the syllabus would be appropriate for study, but feel free to address other dimensions of communication messages or effects as well. Once you've selected a topic area, consult the course text for possible research sources.

Overly broad topics (e.g., “Efects of social networking sites on society”) should be avoided. Be very specific with your focus (e.g. “Effects of smartphones on individuals’ sense of social identity”). Take care to delimit your topic to one medium or genre.

Also, remember to focus on communication technology-related issues. A review of “classical Greek literature” would not be appropriate for this course. I’d be happy to help you identify workable topic areas and recommend sources during the next week or so. Remember to utilize the Communication Sciences librarian, Dawn Cadogan, as a resource as well.

**Assignment Descriptions**

Each submission requires something specific to be considered a completed draft. All submissions should follow APA guidelines.

*Paper Topic and Abstract*

This should be a one page abstract/proposal that outlines what topic you would like to do, what method you would like to use, and why this topic and method is appropriate for this assignment.

*Paper Outline and Reference List*

This submission should include a fully realized outline of the topic and argument you are presenting. In-text citations should be used where appropriate, and there should be a full APA References page included at the end. Claims should be made in full sentences, but backup information can be bullet points. A clear thesis should also be made early in the paper. Section headers should be appropriate to the type of writing.

*First Draft of Full Paper*

This submission should be a complete draft of the paper. Feedback will be given with careful attention to content and style. Be sure to include a cover letter that reports what you are most concerned with or are having trouble with so that I can focus my feedback on addressing your concerns.

*Final Submission*

This is the final draft of your paper and should be uploaded to HuskyCT by 5pm on the final exam date.

**Assignments and Submission Format**

There will be four submissions throughout the semester. This process is designed to build the complete 15 page final submission. The writing will be done in stages with an emphasis on revision.

**Please submit your assignment electronically via HuskyCT, *by 11:59p.m.* by the due date.** *Do not send via email.* No paper copies accepted.

Writing assignments are to be turned in electronically, with a cover letter, to me **via HuskyCT.** Submit your paper ***as an attachment*** within the assignment tab. Your paper must be submitted in one of the following formats: a Word document (.doc or .docx), or a PDF. Simply cutting and pasting your paper into the submission box in HuskyCT will not keep your formatting (which is one of the things you are being graded on). If you are having problems with HuskyCT, email me the file immediately, so as to avoid any late penalties. **Files submitted after the deadline due to technical issues will still incur a late penalty.**

When you submit your ***first and final drafts*** you need to include a cover letter (the cover letter can either be a second, separate Word document or you can make it the first page of your assignment). Each draft requires a cover letter. A template of how to word the cover letter for your initial draft submission and for your revised submissions are below.

Template of Cover Letter **for a Draft**:

Dear Professor,

In this draft I am trying to....

I think that the strongest parts of the draft are.... And what I struggled with most was....

My top two priorities for revising are....

Other things that I know I need to work on include...

Questions I have for you at this stage are...

Sincerely,

[your name]

I will use this information in your cover letter to help me better review and critique your assignment. For example, if you know your article summaries are not as strong as your analysis of the articles’ conclusions, then I will know to give you more directed feedback about analyzing articles for a literature review.

When you *resubmit* your paper, you will write **another** cover letter:

Template of Cover Letter **for a Final Paper:**

Dear Professor,

In this paper I am trying to...

In my first draft I…

Given the feedback I received on that draft, I decided to... because…

For this final draft I concentrated most of my efforts on… because…

What I struggled with most was...

If given more time, I would work on…

I think that the strongest parts of the final essay are…

Other things you may want to keep in mind as you read this essay are…

Sincerely,

[your name]

**2020-165 COMM 4220/W Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15855 |
| **Request Proposer** | Stifano |
| **Course Title** | Small Group Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Small Group Communication |
| **Course Number** | 4220 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** |  |
| **Number of Sections** | 2 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2100 or 2200 (formerly 3200); ENGL 1007 or 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty expertise in this area resides at these campuses |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 4220W. Small Group Communication 3.00 credits Prerequisites: COMM 1000; ENGL 1010 or 1011 or 2011; open to juniors or higher. Recommended preparation: COMM 3100 or 3200. Grading Basis: Graded Approaches, methods, and findings of research in small group communication and development of an ability to engage effectively in small group situations. |
| **Provide proposed title and complete course catalog copy** | COMM 3120. Small Group Communication 3.00 credits Prerequisites: COMM 2100 or 2200 (formerly 3200). Grading Basis: Graded Formerly offered as COMM 4220W. Approaches, methods, and findings of research in small group communication and development of an ability to engage effectively in small group situations. COMM 3120W. Small Group Communication 3.00 credits Prerequisites: COMM 2100 or 2200 (formerly 3200). ENGL 1007 or 1010 or 1011 or 2011. Grading Basis: Graded |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. Adding a non-W option at the 3000 level also increases the flexibility with which we can teach a group related to behavior in small groups, providing students greater opportunities to engage one another and learn practically. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | COMM 3120 explores issues related to communicating in groups and teams. We will explore (1) what constitutes a group, (2) verbal and nonverbal communication in groups, (3) how groups are structured, (4) your role as a group member, (5) group decision making, (6) leadership, (7) conflict management, (8) group development, (9) meeting management, and (10) how to observe group process and provide feedback. During the term, you will have many opportunities to practice what you have learned about group communication. In addition, a group project will give first hand experience and a chance to analyze group dynamics. |
| **Describe course assessments** | W: Two Papers, Exams, Quizzes, Participation, Class Presentation Non-W: Exams, Quizzes, Group Project, Class Participation |
| **General Education Goals** | GEOC Goals: Consistent with W courses in the Department of Communication, this course connects its primary subject matter intimately to writing by allowing students to investigate extant literature in this area of the discipline, synthesize the literature through the development of a paper, and participate in the review and revision process to refine their ideas. Students completing the W version of this course will better be able to articulate knowledge of this particular subject matter through their writing, which can also serve as strong preparation for graduate work in the discipline. GEOC-W: THE W COMPONENT OF THIS COURSE HAS NOT CHANGED; this CAR only alters the numbering and pre-requisites for the course. |
| **Writing Competency** | Two research papers consisting of several components will be required of each student. Full detail on this requirement will be presented in the first week of classes. Consistent with Writing Across the Curriculum guidelines, students must revise each of the assignments, which must collectively comprise at least 15 pages of writing. In order to receive a C in the course, students must write at a satisfactory level. GEOC-W: THE W COMPONENT OF THIS COURSE HAS NOT CHANGED; this CAR only alters the numbering and pre-requisites for the course. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4220W-002 S19 Syllabus Ponivas.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172946&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C6e72ad82c9224e3cf0a908d7ca06475b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200000631528264&sdata=s4qJQ8QtO2I7s2607MJCyPRPXrBR%2FL0fiymXFUxMSKA%3D&reserved=0) | 4220W-002 S19 Syllabus Ponivas.docx | Syllabus | | [3120-SmallGroup-Prospective.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172947&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C6e72ad82c9224e3cf0a908d7ca06475b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200000631538257&sdata=tWYOI6vo%2FqqVwcbaODalbdCPqZwAL%2BTTno7Ezs1kUvc%3D&reserved=0) | 3120-SmallGroup-Prospective.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/16/2020 - 17:16 | Submit |  | Submitted to revise existing course number/pre-reqs and add a new non-W version of the course. Syllabus for prospective non-W version included along with syllabus for existing W version. | | Communication | Stephen C Stifano | 03/16/2020 - 17:24 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

**Small Group Communication**

COMM 3120 – Prospective Syllabus

**Course Information**

**COURSE OVERVIEW & OBJECTIVES**

COMM 3120 explores issues related to communicating in groups and teams. We will explore (1) what constitutes a group, (2) verbal and nonverbal communication in groups, (3) how groups are structured, (4) your role as a group member, (5) group decision making, (6) leadership, (7) conflict management, (8) group development, (9) meeting management, and (10) how to observe group process and provide feedback. During the term, you will have many opportunities to practice what you have learned about group communication. In addition, a group project will give first hand experience and a chance to analyze group dynamics.

The instructor will grade and evaluate the quality of information the student brings to class. This evaluation will be based on responses to questions and on comments offered in discussion and dialogue. Naturally, the relevancy of all information offered in the class will be considered. There will be two examinations during the term, the first at the mid-term and the last in the normal final examination time published in the University Class Schedule.

You must also have access to email and HuskyCT- On HuskyCT you’ll find the syllabus, various course materials, and posted grades. Important announcements pertaining to class will also occasionally be posted. It is your responsibility to keep up with and to check the course website frequently.

**COURSE OBJECTIVES**

1. To understand how group communication and group dynamics function

2. To understand what influences group members’ communication and behaviors

3. To develop a better understanding of what makes an effective group

4. To develop a better understanding of group conflict and how to manage it more constructively

5. To learn some practical skills of managing a group and providing constructive feedback.

6. Learning and practicing writing skills, including academic writing and feedback.

**REQUIRED TEXT**

Keyton, J. (2006). *Communicating in groups: Building relationships for group effectiveness.* Boston: McGraw-Hill.

*Suggested Texts:*

*Publication manual of the American Psychological Association* (6th ed.). (2010). Washington, DC: American Psychological Association.

You will be asked to follow APA style for your writing assignments. Therefore, the following manual will be helpful. It is STRONGLY recommended that you have one. There should also be copies of this in the library.

Additional articles or links may be posted to HuskyCT or distributed in class as required and/or suggested reading.

**COURSE FORMAT**

This course consists of lectures, class discussions, group activities, workshops, and special presentations (video presentations, etc.). The lectures are designed to promote dialogue on issues addressed in the textbook and readings as well as to provide additional information beyond what is included in the textbook and readings.

This course will include both lectures and interactive class discussions on the reading materials and their real-world application. Discussion classes may also be used for the showing of films. All students are expected to participate in discussions, group activities and writing workshops.

**GRADE DISTRIBUTION**

Midterm Exam – 150 points

Final Exam – 150 points

Group Project/Presentation – 150 points

Pop Quizzes-50 points

Movie Reflections – 30 points

Participation–20

= *Total Points – 550*

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**GRADE EQUIVALENTS**

|  |  |
| --- | --- |
| 509-550 A | 399-420 C |
| 493-508 A- | 383-398 C- |
| 476-492 B+ | 366-382 D+ |
| 454-475 B | 344-365 D |
| 438-453 B- | 328-343 D- |
| 421-437 C+ | 0-327 F |

**Please note:** **The following grade brackets are strict and will be used to calculate final grades. No exceptions will be made.** Grades are not rounded up (for example, receiving 562 points means you earned a “B”). All grades for the course are final and will not be reconsidered regardless of how close to a higher final grade a student may be. It is unfair to other students to do so. **Begging for, pleading for, or providing special excuses for the instructor/TA to give you a better grade than you statistically earned is actually in violation of the University’s code of conduct** and what’s expected from students in terms of ethical behavior. Please do not send emails or schedule meetings merely to beg for more points – we can’t ethically give them to you, and you can’t ethically ask for them, according to the policies set forth by this university.

It will help you to understand your grades and your evaluation on tests and papers to remember that an “A” is not average, a “C” is. *And a “C” means that you have simply met the minimum requirements for a particular assignment*. The grade descriptions are as follows:

A = outstanding work that is superior and demonstrates an in-depth understanding of the skills and material that far surpasses the minimum expectations of a student in the class.

B = above average work that demonstrates an understanding of the skills and material that exceeds the minimum requirements.

C = average work which illustrates that the student has met the minimum requirements and expectations for a particular assignment.

D = below average work in which the student does not meet the minimum expectations for a given assignment.

F = below average work in which little or no effort seems to have been expended by the student.

\*\*\*Your individual paper group final paper are the assignments that count toward the W requirement, with reviewed drafts of writing. DRAFTS MUST BE TURNED IN in order to receive a final grade on these assignments. Additionally, if you do not pass these assignments, you will not pass the writing portion of the course\*\*\*\*

**COURSE AND UNIVERSITY POLICIES**

**EXPECATIONS**

**Communicating with the Instructor:** Course announcements will be made through HuskyCT and email. Please pay close attention to both. If you have a question about the course, I am available through email, during office hours, and after class. I will be in my office more than my office hours state, so please do not hesitate to contact me. Please use <http://advapp.uconn.edu/> to set up office hours appointments. Email is not a private or secure method of communication. Please allow at least 24 hours for a response to an email send during the week, 48 hours for an email sent over the weekend starting Friday evening.

**Attendance and participation are expected and classes begin ON TIME.** A lot of what we work on and learn in this class is not “in the book.” Students should be prepared to write, discuss, and participate in each class session. Readings are assigned on a weekly basis and should be completed for their assigned days. Bring a paper notebook for in class writing assignments.

Constant and repeated tardiness is unacceptable. You are expected to remain in the classroom until class is over and not to start packing up until the instructor ends class. Announcements are made at the beginning of the class regarding schedule changes, exams, and assignments. If you are late, you are responsible for getting the information. Any missed work should be obtained from a classmate. There are NO make-up times for the exams, quizzes, or papers, unless approved by the University. If an extreme circumstance arises (i.e., hospitalization), please contact me as soon as possible. Since assignments are all due online, missing class for any reason is not an excuse for missing a deadline.

**Note:** Job interviews, tests or papers in other classes, and meetings with other instructors are not

valid excuses. Schedule these during times which will not conflict with class.

**TURNING IN ASSIGNMENTS**

All assignments will be turned in electronically through HuskyCT **AND** as a hardcopy in class. Do not email me your assignments! There will be a place on HuskyCT where you will upload and/or submit all of your assignments online. You will also be expected to bring a hardcopy to class on the day that the assignment is due. I will inform you if this changes for a specific assignment. **NOTE –slides and documents must be in .pptx and .docx format. Links to assignments will not be accepted under any circumstances. Late assignments (including peer evaluations) will not be accepted.**

**Late Work Policy***:*

In order to not be considered late, your assignments must be uploaded or submitted to HuskyCT before class on the specified due date **AND** turned in during class.

Assignments will receive a 10% deduction for each *calendar* day past the deadline (even if you are five minutes past the deadline). For example, if you hand in your paper on Wednesday and it was due Monday, you are automatically docked 20%. Additionally, revision assignments **are NOT optional**; in order to pass a “W” course students **must** submit a series of drafts. Though the drafts themselves will not be given a grade, if your draft is not submitted **on time,** late penalties will be applied to the final paper.

If you feel as though you are having difficulty in the class or have a concern about the class, please let me know ***AS SOON AS POSSIBLE; DO NOT WAIT*** until the end of the semester.

**EXAMS**

There will be two exams; the first exam will be given during the semester and the second exam will be given during finals week. The exams will cover both the required readings from the text along with any materials covered and discussed during class.

Exams must be taken during the scheduled exam time. All requests for make-up exams due to a university approved excused absence must be made 48 hours prior to the exam and require documentation. Any last-minute make-up exams can only be taken with proof of a valid medical excuse or extreme extenuating circumstance.

If you miss an exam you may retake it within 72 hours of the exam date **ONLY** if you have proof of illness in the form of a doctor’s note or proof of emergency.

If you miss a test to an excused absence, you are responsible for contacting the instructor to schedule a make-up time. I expect that you will contact me in a timely manner (i.e., before the absence occurs, if possible). If I do not hear from you by one week after the test/quiz, your grade will be a zero.

If, due to extenuating circumstances, a student cannot take a final examination as announced in the Final Examination Schedule, the student must ask permission from the Dean of Students Office to reschedule the examination. A student whose absence is excused by the Dean of Students shall have an opportunity to take an examination without penalty. A student whose absence from a final examination is not excused in this way shall receive no credit for this examination. See [dos.uconn.edu/finals-rescheduling/](http://dos.uconn.edu/finals-rescheduling/) for more information.

**CLASSROOM ETIQUETTE**

* The University of Connecticut does not tolerate harassment. Harassment consists of abusive behavior directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, age, physical or mental disability, including learning disability, mental retardation and past/present history of a mental disorder. All members of the University community are responsible for the maintenance of a social environment in which people are free to work and learn without fear of discrimination and abuse.
* Please be respectful of the diverse opinions and experiences of your fellow classmates. If at any point you feel uncomfortable with the course material or the behavior of other students, please contact me.
* You may disagree with your colleagues’ opinions, but respect the right for them to have their own views. Imagine a world with only one viewpoint, how boring would that be?
* Silence all electronic equipment. It is distracting to the entire class, including the instructor. . **Active participation** means everyone should be prepared to join in the conversation each and every class. Active participation also means **actively following the conversation** – and you cannot do this if you are also trying to check Facebook/Twitter/text/chat. Laptops and electronic equipment is allowed, but they must be used for active learning and not shopping or socializing. Phones should be on silent. If you need to take a phone call or feel that your texting conversation is more important, then take it outside of the classroom, but you are responsible for the materials and points that you miss for the day. This is a communication course, so be aware of how you are communicating with the instructor and with those around you.

**GRADES and GRADE APPEALS**

All grades will be posted on HuskyCT. Upon receiving your score, you are encouraged to review your grade. Exam scores will be posted on HuskyCT as well. Upon receiving your exam score, you may schedule an appointment to see what you missed and where you can improve.

If you have questions about your grade or about the course content, do not hesitate to contact your me. Please allow 48 hours for a response. If you have a question about a grade, you must wait 24-hours after the grade is posted to schedule a meeting. The deadline for any grade dispute is one week from the date the graded assignment is returned to you. No grade disputes will be considered after the deadline. No grade appeals will be completed via email; you must meet with me in person.

**Grade disputes WILL NOT be considered the week before final grades are due unless the dispute concerns an assignment or grade that was posted within the previous 7 days. There are no exceptions to this policy.** By enrolling in this course, you acknowledge and agree that grades that are not disputed within one week of being posted are FINAL and will not be changed. If you would like to discuss a grade with me, submit your appeal either in person during office hours or via email. This policy is designed to ensure fairness to all and provide you with an opportunity to demonstrate mastery over the topics covered. Please note the following important points:

1. **24/7** policy: You must wait at least **24** hours after receiving your assignment back before contacting me. Additionally, you have to contact me within **7** days of receiving your assignment.

2. Offer a cogent and well-supported written argument. This means that you should support your claims from course materials and/or class lectures.

3. This written argument may be submitted via email or in person. Either way, you must set an appointment so that the process may be completed.  No grade appeals will be completed via email; you must meet with the instructor.

**ACADEMIC HONESTY**

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating); failing to properly credit information, research, or ideas to their rightful originators; or representing such information, research, or ideas as your own (e.g., plagiarism). Cheating or plagiarism may result in failing this course and/or removal from the university.

Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation. If there is evidence of any deliberate violation of academic integrity (e.g., cheating, plagiarism, or the like), including collaboration or sharing of course content, materials, etc., your instructor will pursue the most punitive response the university allows. Sometimes these standards are subtle; please ask if you have questions or concerns.

The Student Conduct Code states that "A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others.” See <http://www.community.uconn.edu/student_code.html> for more information on the University's student code.

**ACCOMMODATIONS FOR DISABILITIES**

If you are a student with a disability, who requires accommodations, please notify me and I will do my best to provide the necessary accommodations at your request. Please contact the me at the beginning of the semester to discuss academic accommodations that may be needed during the semester due to a documented disability.

The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a documented disability, you may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities.

If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at [csd@uconn.edu](mailto:csd@uconn.edu). Detailed information regarding the process to request accommodations is available on the CSD website at [csd.uconn.edu](http://www.csd.uconn.edu).

Please plan to take all exams at the CSD if you have a documented disability.

**USEFUL PHONE NUMBERS**

Counseling & Mental Health Services: 486-4705 (after hours: 486-3427) www.cmhs.uconn.edu

Career Services: 486-3013 www.career.uconn.edu

Alcohol & Other Drug Services: 486-9431 www.aod.uconn.edu

Dean of Students Office: 486-3426 www.dos.uconn.edu

**University Writing Center**

All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student’s revisions, so they frequently provide a sounding board for a writer’s ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to [writingcenter.uconn.edu](http://writingcenter.uconn.edu/).

**NOTE ABOUT FINALS**

**Finals week for Fall 2018 takes place from Monday, May 6th, through Sunday, May 11th. Students are required to be available for their exam and/or complete any assessment during the time stated in the Registrar's Office schedule. If you have a conflict with this time, you must visit the Dean of Students Office to discuss the possibility of rescheduling this exam.**

**Please note that vacations, previously purchased tickets or reservations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Dean of Students Office with any questions. Thank you in advance for your cooperation.**

**UNIVERSITY POLICIES**

**Policy Against Discrimination, Harassment and Related Interpersonal Violence**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity.  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at [equity.uconn.edu](http://equity.uconn.edu/) and [titleix.uconn.edu](http://titleix.uconn.edu/).

**Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities**

Faculty and instructors are strongly encouraged to make reasonable accommodations in response to student requests to complete work missed by absence resulting from religious observances or participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official.  Such accommodations should be made in ways that do not dilute or preclude the requirements or learning outcomes for the course.  Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work.  For conflicts with final examinations, students should contact the Office of the Dean of Students.

Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports.  This will enable the counselors to give our students appropriate advice.

**COURSE ASSIGNMENTS**

**Exams (300pts)**

This course will have a midterm and final exam. Each exam will be 50 multiple choice/true false questions based on the course material (readings and lectures). Midterm: Monday, March 11th (Chapters 1-5, Perception & Conformity). The final exam will be taken during Finals week (Chapters 12, 7, 9, 10, 6, 11)

**Pop Quizzes (50 points)**

Pop quizzes will occur periodically throughout the semester. Each quiz is worth 10 points. These quizzes are meant to ensure that students are keeping up with the readings and paying attention during lecture. **There are absolutely no make-up quizzes, under any circumstances**. However, the two lowest quiz scores will be dropped.

**Participation (20pts)**

This is a very participatory course. You will learn by reading, participating in class activities and workshops, and engaging in class discussions. Attendance is not mandatory; however, your class participation across the entire semester is a part of your final participation grade. Participation within your group will also factor into this grade.

**Movie Reflections (30pts, 10 each)**

We will be watching a movie in class. After each viewing, students will write a short (~2-3 paragraphs) reflection using course material to analyze the group communication and dynamics from that part of the movie. These reflections should be typed, using 12pt Times New Roman font, but do not have to have citations. Submit these reflections to HuskyCT (No hard copy necessary).

**Due dates**: Reflection 1 Sunday, March 10th, 11:59PM

Reflection 2 Sunday, April 7th, 11:59PM

Reflection 3 Wednesday, May 1st, 11:59PM

**Group Project (150 pts: Presentation 50pts, Group analysis paper 100pts)**

As this class is about working in groups, there will be an assigned group project in order to help you gain practical skills as well as an opportunity to analyze group practices and relate them to theory first hand. Your group should choose a project or goal to work towards during the semester. There are no specific guidelines for the topic; play to your groups strengths. Good projects or goals will work toward benefiting the community (ex: organize a service project, earn money for a non-profit etc.) or produce a unique creative product (ex: create a short film, put on a play, put together a workshop etc.). All goals/projects need to be approved by the instructor and have a measurable end goal/solution (e.g. XX hours of service). Your group will submit a formal written document laying out your idea and end goal and bring it to class on the appropriate day. There will also be time both in and out of class dedicated to working with your group on your project.

*Presentation.* Towards the end of the semester, your group will present your project to the class. Your presentation should be 10-15 minutes in length and detail the goal of the project, the process your group went through to work toward your goal, as well as the final outcome of the project. Course material and research should be used when appropriate to talk about what processes your group went through, and detail should be put in as to what was accomplished, and the steps taken to accomplish the goal. As an upper level communication course, you will be expected to demonstrate basic public speaking skills for these presentations. You may use PowerPoint presentations, but other presentation styles/forms are welcomed. Presentations earning full credit are exceptional, detailed, with an engaging and organized presentation style, visuals, and content. Presentation dates will be chosen later in the semester. Slides and/or other materials should be submitted on project due date to HuskyCT. ONLY ONE PERSON FROM THE GROUP NEEDS TO SUBMIT THE PROJECT MATERIALS.

*Group analysis paper*. To go with the presentation, the group should take notes throughout the semester on how their group is functioning. Towards the second half of the semester the group will collectively write 8+ pages (do not exceed 10) formal paper detailing the group dynamics and interactions throughout the project. Using course material and 2-3 research articles, critically analyze you group. For example, how your group functioned, what was positive/constructive, what could have been improved, and what you will do the same/differently when a part of future groups. The paper needs to be typed and in compliance with all APA guidelines, including 1" margins/12 pt. font/Times New Roman. It will need APA citations both in text and in a reference page. It will need to include a title page, abstract, introduction, literature review, discussion, and concluding paragraph. All drafts and final paper should be submitted both on to HuskyCT and in class via printed hard copy.

You will submit one draft for this paper. The draft will be a peer review draft. You must bring a hard copy of the paper to class to participate in a peer review session on the assigned day.

*Group Peer evaluations.* In addition to the above paper, **each student** will submit a group evaluation of their fellow group members. This will be your chances to tell me about how your research group worked together as well as group contributions. Please print this out and bring a hard copy to class.

**Due Dates:** Groups will be formed Friday, March1st

Project idea is due Friday, March 8th

Choose presentation order Friday, April 12th

Draft of group analysis paper due +Peer Review day, Monday, April 15th

Group project and group analysis paper due Monday April 29th, 11:59PM Peer evaluation due on presentation day

\*Note on Grading: There are high expectations for the group project and paper. This is a main part of the course and your chance to show what you’ve learned about analyzing small groups. The paper is graded rigorously. The presentation must be professional and clear, and the project have sufficient effort put into it.

**COURSE SCHEDULE AND READINGS**

**Week 1: Jan. 22nd-25th**

**Topics:**

Introduction to the course and each other

Basics of group communication

***Readings for the Week:***

1. **Chapter 1**

**Week 2: Jan. 28th - Feb. 1st**

**Topics:**

Basics of Group communication

Perception, Stereotypes, Conformity

Writing workshop-Literature search

***Readings for the Week:***

1. **Chapter 1**

**Week 3: Feb. 4th – Feb. 8th**

**Topics:**

Perception, Stereotypes, and Conformity

Non-verbal/Verbal, Listening

***Readings for the Week:***

* 1. **Chapter 2**

**Week 4: Feb. 11th- Feb. 15th**

**Topics:**

Non-verbal/Verbal review; listening

***Readings for the Week:***

1. **Chapter 2**

**Week 5: Feb. 18th – Feb. 22nd**

**Topics:**

Writing workshop- professional comm/argument structure

Communication networks, roles, and norms

***Readings for the Week:***

**1. Chapter 3**

**Week 6: Feb. 25th – March 1st**

**Topics:**

Group tasks

Group communication competence

*Form Groups in Class-Friday, March 1st*

***Readings for the Week:***

**1. Chapter 4**

**2. Chapter 5**

**Week 7: March 4th- March 8th**

**Topics:**

Group communication competence

*Group project ideas due March 8th*

*1st Movie day-Friday March 8h-Reflection* ***DUE*** *Sunday March 10th, 11:59PM*

***Readings for the Week:***

**1. Chapter 5**

**Week 8: March 11th – March 15th**

**Topics:**

*Friday March 15th-Out of class working day-****NO CLASS***

**\*\*\*Midterm (Monday, March 11th) (Chapters 1-5, Perception & Conformity)\*\*\***

**Week 9: March 18th – March 22nd**

***\*\*\*SPRING BREAK- NO CLASSES\*\*\****

**Week 10: March 25th – March 29th**

**Topics:**

Giving Feedback

Problems and Decision making

***Readings for the Week:***

**1. Chapter 12**

**2. Chapter 7**

**Week 11: April 1st – April 5th**

**Topics:**

Problems and Decision making cont.

Managing Group Conflict

*2nd Movie day-Friday April 5h-Reflection* ***DUE*** *Sunday April 7th, 11:59PM*

***Readings for the Week:***

**1. Chapter 9**

**Week 12: April 8th – April 12th**

**Topics:**

Managing group conflict cont.

Leadership

*In Class Group Project Work Day (Choose presentation order) (Friday April 12th)*

***Readings for the Week:***

**1. Chapter 10**

**2. See HuskyCT: Emotional Intelligence**

**Week 13: April 15th –April 19th**

**Topics:**

*Peer review day (April 15th)*

Leadership cont.

Building Relationships

***Draft of Group analysis paper due Monday, April 15th, 12:59PM, PEER REVIEW DAY!***

***Readings for the Week:***

**1. Chapter 6**

**Week 14: April 22nd – April 26th**

**Topics:**

Building Relationships

Managing group meetings

***Readings for the Week:***

**1. Chapter 11**

**Week 15: April 29th – May 3rd**

*3rd Movie day-Monday April 29h-Reflection* ***DUE*** *Wednesday May 1st, 11:59PM*

**Presentations + Review for final**

***\*\*\*Group project and group analysis paper due by Monday April 29th , 11:59PM\*\*\****

**Week 16: May 6th-May 11th: Finals Week**

**Final Exam TBD (Chapters 12, 7, 9, 10, 6, 11)**

***\*I reserve the right to make changes to the syllabus to fit the needs of the course***

**Small Group Communication**

COMM 4220W – Spring 2019

Section 002 – MWF 1:25-2:15 PM OAK 441

Instructor: Ambyre Ponivas, MA

E-Mail: ambyre.ponivas@uconn.edu

Office Location: Arjona 246

Office Hours: Monday 10-11AM, Wednesday 2:30-4:30PM, & by appointment

**Course Information**

**COURSE OVERVIEW & OBJECTIVES**

COMM 4220W explores issues related to communicating in groups and teams. We will explore (1) what constitutes a group, (2) verbal and nonverbal communication in groups, (3) how groups are structured, (4) your role as a group member, (5) group decision making, (6) leadership, (7) conflict management, (8) group development, (9) meeting management, and (10) how to observe group process and provide feedback. During the term, you will have many opportunities to practice what you have learned about group communication. The writing component of this course will focus on small group research, providing you with an opportunity to examine a group-related content area of your choice. In addition, a group project will give first hand experience and a chance to analyze group dynamics.

The instructor will grade and evaluate the quality of information the student brings to class. This evaluation will be based on responses to questions and on comments offered in discussion and dialogue. Naturally, the relevancy of all information offered in the class will be considered. There will be two examinations during the term, the first at the mid-term and the last in the normal final examination time published in the University Class Schedule.

You must also have access to email and HuskyCT- On HuskyCT you’ll find the syllabus, various course materials, and posted grades. Important announcements pertaining to class will also occasionally be posted. It is your responsibility to keep up with and to check the course website frequently.

**COURSE OBJECTIVES**

1. To understand how group communication and group dynamics function

2. To understand what influences group members’ communication and behaviors

3. To develop a better understanding of what makes an effective group

4. To develop a better understanding of group conflict and how to manage it more constructively

5. To learn some practical skills of managing a group and providing constructive feedback.

6. Learning and practicing writing skills, including academic writing and feedback.

***“W” Course Requirements:***

Two research papers consisting of several components will be required of each student. Full detail on this requirement will be presented in the first week of classes. Consistent with Writing Across the Curriculum guidelines, students must revise each of the assignments, which must collectively comprise at least 15 pages of writing. In order to receive a C in the course, students must write at a satisfactory level.

***As per University Guidelines for W courses: “A student cannot pass a W course without earning a passing grade on its writing components.”***

**REQUIRED TEXT**

Keyton, J. (2006). *Communicating in groups: Building relationships for group effectiveness.* Boston: McGraw-Hill.

*Suggested Texts:*

*Publication manual of the American Psychological Association* (6th ed.). (2010). Washington, DC: American Psychological Association.

You will be asked to follow APA style for your writing assignments. Therefore, the following manual will be helpful. It is STRONGLY recommended that you have one. There should also be copies of this in the library.

Additional articles or links may be posted to HuskyCT or distributed in class as required and/or suggested reading.

**COURSE FORMAT**

This course consists of lectures, class discussions, group activities, writing workshops, and special presentations (video presentations, etc.). The lectures are designed to promote dialogue on issues addressed in the textbook and readings as well as to provide additional information beyond what is included in the textbook and readings.

This course will include both lectures and interactive class discussions on the reading materials and their real-world application. Discussion classes may also be used for the showing of films. All students are expected to participate in discussions, group activities and writing workshops.

**GRADE DISTRIBUTION**

Drafts–0 points (Mandatory)

Midterm Exam – 100 points

Final Exam – 100 points

Individual Paper – 100 points

Group Presentation – 50 points

Group Analysis Paper—100 points

Pop Quizzes-50 points

Movie Reflections – 30 points

Participation–20

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*Total Points – 550*

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**GRADE EQUIVALENTS**

|  |  |
| --- | --- |
| 509-550 A | 399-420 C |
| 493-508 A- | 383-398 C- |
| 476-492 B+ | 366-382 D+ |
| 454-475 B | 344-365 D |
| 438-453 B- | 328-343 D- |
| 421-437 C+ | 0-327 F |

**Please note:** **The following grade brackets are strict and will be used to calculate final grades. No exceptions will be made.** Grades are not rounded up (for example, receiving 562 points means you earned a “B”). All grades for the course are final and will not be reconsidered regardless of how close to a higher final grade a student may be. It is unfair to other students to do so. **Begging for, pleading for, or providing special excuses for the instructor/TA to give you a better grade than you statistically earned is actually in violation of the University’s code of conduct** and what’s expected from students in terms of ethical behavior. Please do not send emails or schedule meetings merely to beg for more points – we can’t ethically give them to you, and you can’t ethically ask for them, according to the policies set forth by this university.

It will help you to understand your grades and your evaluation on tests and papers to remember that an “A” is not average, a “C” is. *And a “C” means that you have simply met the minimum requirements for a particular assignment*. The grade descriptions are as follows:

A = outstanding work that is superior and demonstrates an in-depth understanding of the skills and material that far surpasses the minimum expectations of a student in the class.

B = above average work that demonstrates an understanding of the skills and material that exceeds the minimum requirements.

C = average work which illustrates that the student has met the minimum requirements and expectations for a particular assignment.

D = below average work in which the student does not meet the minimum expectations for a given assignment.

F = below average work in which little or no effort seems to have been expended by the student.

\*\*\*Your individual paper group final paper are the assignments that count toward the W requirement, with reviewed drafts of writing. DRAFTS MUST BE TURNED IN in order to receive a final grade on these assignments. Additionally, if you do not pass these assignments, you will not pass the writing portion of the course\*\*\*\*

**COURSE AND UNIVERSITY POLICIES**

**EXPECATIONS**

**Communicating with the Instructor:** Course announcements will be made through HuskyCT and email. Please pay close attention to both. If you have a question about the course, I am available through email, during office hours, and after class. I will be in my office more than my office hours state, so please do not hesitate to contact me. Please use <http://advapp.uconn.edu/> to set up office hours appointments. Email is not a private or secure method of communication. Please allow at least 24 hours for a response to an email send during the week, 48 hours for an email sent over the weekend starting Friday evening.

**Attendance and participation are expected and classes begin ON TIME.** A lot of what we work on and learn in this class is not “in the book.” Students should be prepared to write, discuss, and participate in each class session. Readings are assigned on a weekly basis and should be completed for their assigned days. Bring a paper notebook for in class writing assignments.

Constant and repeated tardiness is unacceptable. You are expected to remain in the classroom until class is over and not to start packing up until the instructor ends class. Announcements are made at the beginning of the class regarding schedule changes, exams, and assignments. If you are late, you are responsible for getting the information. Any missed work should be obtained from a classmate. There are NO make-up times for the exams, quizzes, or papers, unless approved by the University. If an extreme circumstance arises (i.e., hospitalization), please contact me as soon as possible. Since assignments are all due online, missing class for any reason is not an excuse for missing a deadline.

**Note:** Job interviews, tests or papers in other classes, and meetings with other instructors are not

valid excuses. Schedule these during times which will not conflict with class.

**TURNING IN ASSIGNMENTS**

All assignments will be turned in electronically through HuskyCT **AND** as a hardcopy in class. Do not email me your assignments! There will be a place on HuskyCT where you will upload and/or submit all of your assignments online. You will also be expected to bring a hardcopy to class on the day that the assignment is due. I will inform you if this changes for a specific assignment. **NOTE –slides and documents must be in .pptx and .docx format. Links to assignments will not be accepted under any circumstances. Late assignments (including peer evaluations) will not be accepted.**

**Late Work Policy***:*

In order to not be considered late, your assignments must be uploaded or submitted to HuskyCT before class on the specified due date **AND** turned in during class.

Assignments will receive a 10% deduction for each *calendar* day past the deadline (even if you are five minutes past the deadline). For example, if you hand in your paper on Wednesday and it was due Monday, you are automatically docked 20%. Additionally, revision assignments **are NOT optional**; in order to pass a “W” course students **must** submit a series of drafts. Though the drafts themselves will not be given a grade, if your draft is not submitted **on time,** late penalties will be applied to the final paper.

If you feel as though you are having difficulty in the class or have a concern about the class, please let me know ***AS SOON AS POSSIBLE; DO NOT WAIT*** until the end of the semester.

**EXAMS**

There will be two exams; the first exam will be given during the semester and the second exam will be given during finals week. The exams will cover both the required readings from the text along with any materials covered and discussed during class.

Exams must be taken during the scheduled exam time. All requests for make-up exams due to a university approved excused absence must be made 48 hours prior to the exam and require documentation. Any last-minute make-up exams can only be taken with proof of a valid medical excuse or extreme extenuating circumstance.

If you miss an exam you may retake it within 72 hours of the exam date **ONLY** if you have proof of illness in the form of a doctor’s note or proof of emergency.

If you miss a test to an excused absence, you are responsible for contacting the instructor to schedule a make-up time. I expect that you will contact me in a timely manner (i.e., before the absence occurs, if possible). If I do not hear from you by one week after the test/quiz, your grade will be a zero.

If, due to extenuating circumstances, a student cannot take a final examination as announced in the Final Examination Schedule, the student must ask permission from the Dean of Students Office to reschedule the examination. A student whose absence is excused by the Dean of Students shall have an opportunity to take an examination without penalty. A student whose absence from a final examination is not excused in this way shall receive no credit for this examination. See [dos.uconn.edu/finals-rescheduling/](http://dos.uconn.edu/finals-rescheduling/) for more information.

**CLASSROOM ETIQUETTE**

* The University of Connecticut does not tolerate harassment. Harassment consists of abusive behavior directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, age, physical or mental disability, including learning disability, mental retardation and past/present history of a mental disorder. All members of the University community are responsible for the maintenance of a social environment in which people are free to work and learn without fear of discrimination and abuse.
* Please be respectful of the diverse opinions and experiences of your fellow classmates. If at any point you feel uncomfortable with the course material or the behavior of other students, please contact me.
* You may disagree with your colleagues’ opinions, but respect the right for them to have their own views. Imagine a world with only one viewpoint, how boring would that be?
* Silence all electronic equipment. It is distracting to the entire class, including the instructor. . **Active participation** means everyone should be prepared to join in the conversation each and every class. Active participation also means **actively following the conversation** – and you cannot do this if you are also trying to check Facebook/Twitter/text/chat. Laptops and electronic equipment is allowed, but they must be used for active learning and not shopping or socializing. Phones should be on silent. If you need to take a phone call or feel that your texting conversation is more important, then take it outside of the classroom, but you are responsible for the materials and points that you miss for the day. This is a communication course, so be aware of how you are communicating with the instructor and with those around you.

**GRADES and GRADE APPEALS**

All grades will be posted on HuskyCT. Upon receiving your score, you are encouraged to review your grade. Exam scores will be posted on HuskyCT as well. Upon receiving your exam score, you may schedule an appointment to see what you missed and where you can improve.

If you have questions about your grade or about the course content, do not hesitate to contact your me. Please allow 48 hours for a response. If you have a question about a grade, you must wait 24-hours after the grade is posted to schedule a meeting. The deadline for any grade dispute is one week from the date the graded assignment is returned to you. No grade disputes will be considered after the deadline. No grade appeals will be completed via email; you must meet with me in person.

**Grade disputes WILL NOT be considered the week before final grades are due unless the dispute concerns an assignment or grade that was posted within the previous 7 days. There are no exceptions to this policy.** By enrolling in this course, you acknowledge and agree that grades that are not disputed within one week of being posted are FINAL and will not be changed. If you would like to discuss a grade with me, submit your appeal either in person during office hours or via email. This policy is designed to ensure fairness to all and provide you with an opportunity to demonstrate mastery over the topics covered. Please note the following important points:

1. **24/7** policy: You must wait at least **24** hours after receiving your assignment back before contacting me. Additionally, you have to contact me within **7** days of receiving your assignment.

2. Offer a cogent and well-supported written argument. This means that you should support your claims from course materials and/or class lectures.

3. This written argument may be submitted via email or in person. Either way, you must set an appointment so that the process may be completed.  No grade appeals will be completed via email; you must meet with the instructor.

**ACADEMIC HONESTY**

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating); failing to properly credit information, research, or ideas to their rightful originators; or representing such information, research, or ideas as your own (e.g., plagiarism). Cheating or plagiarism may result in failing this course and/or removal from the university.

Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation. If there is evidence of any deliberate violation of academic integrity (e.g., cheating, plagiarism, or the like), including collaboration or sharing of course content, materials, etc., your instructor will pursue the most punitive response the university allows. Sometimes these standards are subtle; please ask if you have questions or concerns.

The Student Conduct Code states that "A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others.” See <http://www.community.uconn.edu/student_code.html> for more information on the University's student code.

**ACCOMMODATIONS FOR DISABILITIES**

If you are a student with a disability, who requires accommodations, please notify me and I will do my best to provide the necessary accommodations at your request. Please contact the me at the beginning of the semester to discuss academic accommodations that may be needed during the semester due to a documented disability.

The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a documented disability, you may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities.

If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at [csd@uconn.edu](mailto:csd@uconn.edu). Detailed information regarding the process to request accommodations is available on the CSD website at [csd.uconn.edu](http://www.csd.uconn.edu).

Please plan to take all exams at the CSD if you have a documented disability.

**USEFUL PHONE NUMBERS**

Counseling & Mental Health Services: 486-4705 (after hours: 486-3427) www.cmhs.uconn.edu

Career Services: 486-3013 www.career.uconn.edu

Alcohol & Other Drug Services: 486-9431 www.aod.uconn.edu

Dean of Students Office: 486-3426 www.dos.uconn.edu

**University Writing Center**

All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student’s revisions, so they frequently provide a sounding board for a writer’s ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to [writingcenter.uconn.edu](http://writingcenter.uconn.edu/).

**NOTE ABOUT FINALS**

**Finals week for Fall 2018 takes place from Monday, May 6th, through Sunday, May 11th. Students are required to be available for their exam and/or complete any assessment during the time stated in the Registrar's Office schedule. If you have a conflict with this time, you must visit the Dean of Students Office to discuss the possibility of rescheduling this exam.**

**Please note that vacations, previously purchased tickets or reservations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Dean of Students Office with any questions. Thank you in advance for your cooperation.**

**UNIVERSITY POLICIES**

**Policy Against Discrimination, Harassment and Related Interpersonal Violence**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity.  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at [equity.uconn.edu](http://equity.uconn.edu/) and [titleix.uconn.edu](http://titleix.uconn.edu/).

**Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities**

Faculty and instructors are strongly encouraged to make reasonable accommodations in response to student requests to complete work missed by absence resulting from religious observances or participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official.  Such accommodations should be made in ways that do not dilute or preclude the requirements or learning outcomes for the course.  Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work.  For conflicts with final examinations, students should contact the Office of the Dean of Students.

Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports.  This will enable the counselors to give our students appropriate advice.

**COURSE ASSIGNMENTS**

**Exams (200pts)**

This course will have a midterm and final exam. Each exam will be 50 multiple choice/true false questions based on the course material (readings and lectures). Midterm: Monday, March 11th (Chapters 1-5, Perception & Conformity). The final exam will be taken during Finals week (Chapters 12, 7, 9, 10, 6, 11)

**Pop Quizzes (50 points)**

Pop quizzes will occur periodically throughout the semester. Each quiz is worth 10 points. These quizzes are meant to ensure that students are keeping up with the readings and paying attention during lecture. **There are absolutely no make-up quizzes, under any circumstances**. However, the two lowest quiz scores will be dropped.

**Participation (20pts)**

This is a very participatory course. You will learn by reading, participating in class activities and workshops, and engaging in class discussions. Attendance is not mandatory; however, your class participation across the entire semester is a part of your final participation grade. Participation within your group will also factor into this grade.

**Movie Reflections (30pts, 10 each)**

We will be watching a movie in class. After each viewing, students will write a short (~2-3 paragraphs) reflection using course material to analyze the group communication and dynamics from that part of the movie. These reflections should be typed, using 12pt Times New Roman font, but do not have to have citations. Submit these reflections to HuskyCT (No hard copy necessary).

**Due dates**: Reflection 1 Sunday, March 10th, 11:59PM

Reflection 2 Sunday, April 7th, 11:59PM

Reflection 3 Wednesday, May 1st, 11:59PM

**Individual Paper (100pts)**

Each student will write an individual research paper. This will be where you will use research from the field of communication to explain about a chosen topic within small group. You will then provide suggestions for successful communication *based on the literature you have read*. You may supplement this with material from the textbook/lectures, but your paper should most heavily reply on the literature you have gathered. Each paper will examine a specific concept of group communication (i.e., conflict, leadership, group think, technology and groups, etc.). The paper should also provide specific suggestions for success in groups and for navigating issues that occur in groups using research and course material to back up the argument (e.g. if you are talking about conflict, talk about how to manage conflict, if you are talking about groupthink, how to avoid it etc.). Students may choose to refine the scope of their paper by focusing on a certain type of group (ex: conflict within a family group or conflict within a work group). You must get instructor approval for your topic. Time will be dedicated both in and out of class to work on your paper.

The paper should be 10+ pages in length (do not exceed 15), and should include at least 7-10 **peer reviewed** sources. The paper needs to be typed and in compliance with all APA guidelines, including 1" margins/12 pt. font/Times New Roman. It will need APA citations both in text and in a reference page. It will need to include a title page, abstract, introduction, literature review, discussion, and concluding paragraph. All drafts and final paper should be submitted both on to HuskyCT and in class via printed hard copy.

You will turn in one draft for this assignment. This draft will be submitted to the instructor for detailed feedback. Once you have feedback on the draft and have revised, please make an appointment to meet with me in office hours so we can discuss your paper further as part of the revision process.

**Due dates:** First Draft of Paper Friday, February 22nd, 11:59PM (Instructor review)

Final Draft of Paper Monday, March 25th, 11:59PM **(Graded)**

\*Note on Grading: There are high expectations for the final draft of the paper. This is a main part of the course and your chance to show what you’ve learned about writing and small group literature. The paper is graded rigorously. You will need to put a lot of time and effort into the paper and revision process.

**Group Project (Presentation 50pts, Group analysis paper 100pts)**

As this class is about working in groups, there will be an assigned group project in order to help you gain practical skills as well as an opportunity to analyze group practices and relate them to theory first hand. Your group should choose a project or goal to work towards during the semester. There are no specific guidelines for the topic; play to your groups strengths. Good projects or goals will work toward benefiting the community (ex: organize a service project, earn money for a non-profit etc.) or produce a unique creative product (ex: create a short film, put on a play, put together a workshop etc.). All goals/projects need to be approved by the instructor and have a measurable end goal/solution (e.g. XX hours of service). Your group will submit a formal written document laying out your idea and end goal and bring it to class on the appropriate day. There will also be time both in and out of class dedicated to working with your group on your project.

*Presentation.* Towards the end of the semester, your group will present your project to the class. Your presentation should be 10-15 minutes in length and detail the goal of the project, the process your group went through to work toward your goal, as well as the final outcome of the project. Course material and research should be used when appropriate to talk about what processes your group went through, and detail should be put in as to what was accomplished, and the steps taken to accomplish the goal. As an upper level communication course, you will be expected to demonstrate basic public speaking skills for these presentations. You may use PowerPoint presentations, but other presentation styles/forms are welcomed. Presentations earning full credit are exceptional, detailed, with an engaging and organized presentation style, visuals, and content. Presentation dates will be chosen later in the semester. Slides and/or other materials should be submitted on project due date to HuskyCT. ONLY ONE PERSON FROM THE GROUP NEEDS TO SUBMIT THE PROJECT MATERIALS.

*Group analysis paper*. To go with the presentation, the group should take notes throughout the semester on how their group is functioning. Towards the second half of the semester the group will collectively write 8+ pages (do not exceed 10) formal paper detailing the group dynamics and interactions throughout the project. Using course material and 2-3 research articles, critically analyze you group. For example, how your group functioned, what was positive/constructive, what could have been improved, and what you will do the same/differently when a part of future groups. The paper needs to be typed and in compliance with all APA guidelines, including 1" margins/12 pt. font/Times New Roman. It will need APA citations both in text and in a reference page. It will need to include a title page, abstract, introduction, literature review, discussion, and concluding paragraph. All drafts and final paper should be submitted both on to HuskyCT and in class via printed hard copy.

You will submit one draft for this paper. The draft will be a peer review draft. You must bring a hard copy of the paper to class to participate in a peer review session on the assigned day.

*Group Peer evaluations.* In addition to the above paper, **each student** will submit a group evaluation of their fellow group members. This will be your chances to tell me about how your research group worked together as well as group contributions. Please print this out and bring a hard copy to class.

**Due Dates:** Groups will be formed Friday, March1st

Project idea is due Friday, March 8th

Choose presentation order Friday, April 12th

Draft of group analysis paper due +Peer Review day, Monday, April 15th

Group project and group analysis paper due Monday April 29th, 11:59PM Peer evaluation due on presentation day

\*Note on Grading: There are high expectations for the group project and paper. This is a main part of the course and your chance to show what you’ve learned about analyzing small groups. The paper is graded rigorously. The presentation must be professional and clear, and the project have sufficient effort put into it.

**\*NOTE ON ALL DRAFTS**

There will be at multiple drafts of various writing assignments due throughout the semester. Although no specific points will be awarded for individual drafts, **drafts are not optional!** If you miss a draft, you will not receive points for the final paper.

**COURSE SCHEDULE AND READINGS**

**Week 1: Jan. 22nd-25th**

**Topics:**

Introduction to the course and each other

Basics of group communication

***Readings for the Week:***

1. **Chapter 1**

**Week 2: Jan. 28th - Feb. 1st**

**Topics:**

Basics of Group communication

Perception, Stereotypes, Conformity

Writing workshop-Literature search

***Readings for the Week:***

1. **Chapter 1**

**Week 3: Feb. 4th – Feb. 8th**

**Topics:**

Perception, Stereotypes, and Conformity

Non-verbal/Verbal, Listening

Writing Workshop-APA review

***Readings for the Week:***

* 1. **Chapter 2**
  2. **Suggested: APA Manuel**

**Week 4: Feb. 11th- Feb. 15th**

**Topics:**

Non-verbal/Verbal review; listening

Writing workshop-Literature Reviews

***Readings for the Week:***

1. **Chapter 2**
2. **Suggested: APA manual**

**Week 5: Feb. 18th – Feb. 22nd**

**Topics:**

Writing workshop- professional comm/argument structure

Communication networks, roles, and norms

***\*\*\*Draft of individual paper due Friday Feb. 22nd\*\*\****

***Readings for the Week:***

**1. Chapter 3**

**Week 6: Feb. 25th – March 1st**

**Topics:**

Group tasks

Group communication competence

*Form Groups in Class-Friday, March 1st*

***Readings for the Week:***

**1. Chapter 4**

**2. Chapter 5**

**Week 7: March 4th- March 8th**

**Topics:**

Group communication competence

*Group project ideas due March 8th*

*1st Movie day-Friday March 8h-Reflection* ***DUE*** *Sunday March 10th, 11:59PM*

***Readings for the Week:***

**1. Chapter 5**

**Week 8: March 11th – March 15th**

**Topics:**

Writing workshop-in class writing day

*Friday March 15th-Out of class writing day-****NO CLASS***

**\*\*\*Midterm (Monday, March 11th) (Chapters 1-5, Perception & Conformity)\*\*\***

***Readings for the Week:***

1. **Suggested: APA Manual**

**Week 9: March 18th – March 22nd**

***\*\*\*SPRING BREAK- NO CLASSES\*\*\****

**Week 10: March 25th – March 29th**

**Topics:**

Giving Feedback

Problems and Decision making

***Readings for the Week:***

**1. Chapter 12**

**2. Chapter 7**

***\*\*\*Final Draft of Individual Paper DUE Monday, March 25th, 11:59PM\*\*\****

**Week 11: April 1st – April 5th**

**Topics:**

Problems and Decision making cont.

Managing Group Conflict

*2nd Movie day-Friday April 5h-Reflection* ***DUE*** *Sunday April 7th, 11:59PM*

***Readings for the Week:***

**1. Chapter 9**

**Week 12: April 8th – April 12th**

**Topics:**

Managing group conflict cont.

Leadership

*In Class Group Project Work Day (Choose presentation order) (Friday April 12th)*

***Readings for the Week:***

**1. Chapter 10**

**2. See HuskyCT: Emotional Intelligence**

**Week 13: April 15th –April 19th**

**Topics:**

*Peer review day (April 15th)*

Leadership cont.

Building Relationships

***Draft of Group analysis paper due Monday, April 15th, 12:59PM, PEER REVIEW DAY!***

***Readings for the Week:***

**1. Chapter 6**

**Week 14: April 22nd – April 26th**

**Topics:**

Building Relationships

Managing group meetings

***Readings for the Week:***

**1. Chapter 11**

**Week 15: April 29th – May 3rd**

*3rd Movie day-Monday April 29h-Reflection* ***DUE*** *Wednesday May 1st, 11:59PM*

**Presentations + Review for final**

***\*\*\*Group project and group analysis paper due by Monday April 29th , 11:59PM\*\*\****

**Week 16: May 6th-May 11th: Finals Week**

**Final Exam TBD (Chapters 12, 7, 9, 10, 6, 11)**

***\*I reserve the right to make changes to the syllabus to fit the needs of the course***

**2020-166 COMM 4230/W Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15849 |
| **Request Proposer** | Stifano |
| **Course Title** | Organizational Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Organizational Communication |
| **Course Number** | 4230 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2100 or 2200 (formerly 3200); ENGL 1007 or 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty availability in these areas of expertise. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 4230. Organizational Communication 3.00 credits Prerequisites: COMM 3000 and either 3100 or 3200; open to juniors or higher. Grading Basis: Graded Communication in formal organizations; horizontal and vertical communication; effectiveness of different organizational structures and channels; feedback; networks; norms and roles. |
| **Provide proposed title and complete course catalog copy** | COMM 3110. Organizational Communication 3.00 credits Prerequisites: COMM 2100 or 2200 (formerly 3200). Grading Basis: Graded Formerly offered as COMM 4230. Communication in formal organizations; horizontal and vertical communication; effectiveness of different organizational structures and channels; feedback; networks; norms and roles. COMM 3110W. Organizational Communication 3.00 credits Prerequisites: COMM 2100 or 2200 (formerly 3200). ENGL 1007 or 1010 or 1011 or 2011. Grading Basis: Graded |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. Adding a W option at the 3000 level also aligns with our curricular plan to allow students to meet their W requirement within theory-heavy areas of the discipline. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | The focus of this course is on communication flow within organizations. Naturally, social networks figure prominently in this discussion. The course emphasizes theory and application, building on concepts from interpersonal communication. The course is geared towards those who want to pursue a career in business, technology, or marketing. The course is not, however, designed to develop basic skills related to how to be an employee on your first job. Professional Communication, COMM 2100, covers those topics as an introduction to business communication. COMM 3110(W) is designed for prospective managers of communication. |
| **Describe course assessments** | W: Exams, Research Paper, Participation Non-W: Exams, Group Project, Participation |
| **General Education Goals** | GEOC Goals: Consistent with W courses in the Department of Communication, this course connects its primary subject matter intimately to writing by allowing students to investigate extant literature in this area of the discipline, synthesize the literature through the development of a paper, and participate in the review and revision process to refine their ideas. Students completing the W version of this course will better be able to articulate knowledge of this particular subject matter through their writing, which can also serve as strong preparation for graduate work in the discipline. |
| **Writing Competency** | Writing Competency: This course provides a course paper as an assignment requiring students to review the literature on Organizational Communication and provide at least 8 references, cited in proper APA format. Students will work through a Topic and Abstract, followed by a Paper Outline and Reference List, then a First Draft , and ultimately a Final Submission (due during finals week). Both drafts will be accompanied by a cover letter, and in-class time will be set aside to work on papers and assist peers with their papers. Extensive guidelines are provided at the back of the syllabus for this writing assignment, including clear language that failure of the writing components of the course would constitute failure of the class. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4230 S19 Syllabus Hamilton.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172935&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C5bc896038ff24afab08b08d7ca6aca2d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200432326116132&sdata=0t%2FBVMxbe77X%2FaRNhu7eFLM8N7Ia3s6vBTfsUSw1lGQ%3D&reserved=0) | 4230 S19 Syllabus Hamilton.pdf | Syllabus | | [ORGCOMM-W-CCC.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172936&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C5bc896038ff24afab08b08d7ca6aca2d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200432326121120&sdata=oU0hVI13Wt0uewVyjgj8zHCzBWnSPBzmkF%2FFBQtfuIY%3D&reserved=0) | ORGCOMM-W-CCC.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/16/2020 - 13:51 | Submit |  | Submitted to revise existing course number/pre-reqs and add a new W version of the course. Syllabus for prospective W version included along with syllabus for non-W version. | | Communication | Stephen C Stifano | 03/16/2020 - 14:00 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

Syllabus

COMM 3110W

Organizational Communication

Spring, 2020 (W Variation Proposal)

The early study of organizational communication was focused on how workers operated in businesses and in government bureaucracies. That is, the emphasis was on communication within organizations. The publication of The Social Psychology of Organizations (Katz & Kahn, 1966; 1978) was revolutionary in that it encouraged thinking about organizations as systems. Beginning in the 1980s, those who study organizational communication began to conceptualize it as the flow of information in networks of individuals. As technology advanced, we are now to the point of talking about social networks as the backbone of our culture and a driving force within world economies.

The focus of this course is on communication flow within organizations. Naturally, social networks figure prominently in this discussion. The course emphasizes theory and application, building on concepts from interpersonal communication. The course is geared towards those who want to pursue a career in business, technology, or marketing. The course is not, however, designed to develop basic skills related to how to be an employee on your first job. Professional Communication, COMM 2100, covers those topics as an introduction to business communication. COMM 3110W is designed for prospective managers of communication.

In between the introduction in Chapter 1 and the conclusion in Chapter 14, the text and course are organized into two major parts. In Part I, we explore five different approaches to the study of organizational communication. We will emphasize the first three of those approaches, particularly systems theory in Chapter 4. We will use systems theory to describe the flow of information in social networks. In Chapter 2, we cover the classical approaches to the study of organizations. In Chapter 3, we cover the human relations and resources approaches. Chapter 5 presents the cultural approach. Chapter 6 presents critical approaches. The midterm will cover the first six chapters.

In the second part, we begin with social influence (Chapter 7) and end with technology (Chapter 13). Along the way we cover other processes including decision making (Chapter 8), conflict management (Chapter 9), organizational change and leadership (Chapter 10), emotion in the workplace (Chapter 11), and diversity (Chapter 12).

Midterm and Final Examinations

Examinations will be objective, consisting of 50 multiple choice items. Final

Exam week begins May 6th. You should check Peoplesoft for the specific time and

date of the final exam when it becomes available. The tentative date for the final

examination review session is May 2nd.

On the exams, students will receive information on their raw scores, percent-correct

scores, and their standing in the distribution of grades. Students will receive a letter

grade for the exam corresponding to the most generous of the percent correct or

curved score grades. That is, the curve serves as a safety net in case the examinations

happen to be difficult.

Students are required to be available for their exam during that week. Students must

visit the Dean of Students Office (DOS) if they cannot make their exam. The DOS

will give the student his or her instructions thereafter.

Please note: vacations, previously purchased tickets or reservations, weddings

(unless part of the wedding party), and other large or small scale social events, are

not viable excuses for missing a final exam. Please contact the Dean of Students

office with any questions. Thank you in advance for your cooperation.”

**Class Participation**

Your participation in class involves two tasks – your iClicking in response to questions during lecture and going on Concept Safari. The first factor depends on your engaging in the iClicker question and answer portion of the class. You receive a point for merely attempting to answer any of the iClicker questions during a class period. You receive additional points for correctly answering the iClicker questions (usually two). After each of the iClicker questions, you will see the correct answer. Correctly answering iClicker questions is valuable in two respects: (1) you earn points toward your participation grade and (2) a sampling of the iClicker questions will appear on the midterm and final examinations.

During lecture, a PowerPoint slide containing an important concept (one likely to appear on an exam) will be marked by the presence of an exotic animal. Upon seeing the exotic animal, you can capture the content by either taking a picture of the slide (to be downloaded to your laptop in order to prepare for the exam) or taking notes on the content of the slide. Going on Concept Safari during class should give you a decided advantage on the exams over those who attempt to multitask during lecture.

**Group Research Projects**

The team project will involve the collection of data from a social network in the form of a sociogram. Thus, there will be two main phases of the project. First, the team will obtain the sociogram data. Criteria for establishing links between individuals will be determined. Second, the team will analyze the data from the survey and draw conclusions about the nature of the social network being studied. Team projects are graded on a percent-correct basis. A rubric for the project will be available on HuskyCT.

Groups should consist of 4 to 5 members. All members must actively participate in

the presentation. The instructor must be notified in advance (voice mail or email) if illness or personal disaster is to cause the student to miss either an examination or a group

presentation; appropriate documentation is required.

**Required Texts**

Miller, K. (2015). Organizational Communication: Approaches and Processes. 7th

Edition. Stamford, CT: Cengage Learning.

**Grading**

Each component of your grade will be added to your total grade for the course with

the following weights:

1. Midterm Examination: 30%

2. Research Paper, Analyzing an organizational network: 30 %

Paper Topic and Abstract 5%

Outline and References 5%

First Full Draft 10%

Final Revised Draft 10%

3. Final Examination: 30%

4. Class Participation: 10%

Component percentage grades and percentages for the total grade for the course can

be converted to letter grades as follows:

92.5-100% = A 82.5-87.4% = B 72.5- 77.4% = C 62.5-67.4% = D

89.5-92.4% = A- 79.5-82.4% = B- 69.5- 72.4% = C- 59.5-62.4 = D-

87.5-89.4% = B+ 77.5-79.4% = C+ 67.5-69.4% = D+ 0-59.4% = F

Remember, per the university’s standards you cannot pass a W course without passing the written component (Research Paper) of the course. Full information about the written assignment are included at the back of this syllabus.

**Course Policies**

Exams, quizzes, and assignments: These cannot be made up. If you miss an exam without

notifying the professor in advance you will receive a zero. Documented illnesses and emergencies are the only acceptable reasons for missing an exam or failing to turn in an assignment. All assignments turned in late without prior approval will receive a 10% grade deduction per day late. Make up exams must be completed within one week of the original exam date.

Bunched Finals: By University policy you may request a rescheduled final through the

Information Desk in Wilbur Cross. By definition, bunched finals are:

* 2 exams scheduled at the same time;
* 3 exams in consecutive time blocks spanning parts of two consecutive days (ex. 3-5:30, 6-
* 8, next day 8-10);
* 3 exams in one day; or
* 4 exams in two consecutive days

Traveling: Avoid making travel plans until you have confirmed with the official final

exams schedule that you do not have a final during this time. Exams are generally not

rescheduled due to travel conflicts. You can find the final exam schedule at the registrar’s

website at www.registrar.uconn.edu.

Illness: If you do not feel able to take your finals due to an illness make sure you have

documentation from your doctor or Student Health Services (SHS) staff about your

condition. Students with immediate illnesses may be seen by and granted permission to

reschedule final exams by an SHS staff member.

Exceptions: When there are unavoidable circumstances, your finals may be rescheduled.

Examples: religious observances, attendance at a funeral, participation in a wedding, or

medical procedures. Please be prepared to provide documentation about the event.

Personal Error: Exams are not rescheduled for personal errors like oversleeping or misreading the final exam schedule.

Instructor’s Role: If you have received permission from the DOS to reschedule your final

exam, your instructor is required to administer the final exam to you at another time that

you both agree upon. Exams may be rescheduled prior to, or after the originally scheduled date of the final exam.

Absences: An absence for a final exam will likely result in an“X” grade. “X” grades not resolved by the THIRD week of the next semester of your enrollment will be converted to “F” by the Registrar. If it is unlikely that you would have passed the class even if you took the exam, your instructor may record an F for your grade.

Students with Disabilities: If you are a student with a disability and would like to discuss special academic accommodations, please contact me as early as possible during the semester. Also please contact the Center for Students with Disabilities.

Academic Dishonesty: Academic dishonesty on any course assignment will result minimally in receiving zero points on that assignment and may also lead to further disciplinary action.

The UConn code on academic misconduct:

“A fundamental tenet of all educational institutions is academic honesty; academic

work depends upon respect for and acknowledgement of the research and ideas of others.

Misrepresenting someone else's work as one's own is a serious offense in any academic

setting and it will not be condoned.

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses

without the explicit permission of the instructors involved.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.”

Additional Contacts

Counseling & Mental Health 486-4705 (486-3427 after-hours); www.cmhs.uconn.edu

Career Services: 486-3013; www.career.uconn.edu

Alcohol & Other Drug Services: 486-9431; www.aod.uconn.edu

Dean of Students: 486-3426; [www.dos.uconn.edu](http://www.dos.uconn.edu)

**WRITING ASSIGNMENT GUIDELINES**

**Overview**

Your major writing assignment for COMM 3110W should address research literature on a single topic related to communication in organizations. This will be done in a semester long build and revise method.

*As per University Guidelines for W courses: “A student cannot pass a W course without earning a passing grade on its writing components.”*

**Guidelines**

* 15-page Standard Academic Literature Review on an organizational communication topic of interest

For the paper, you will choose a topic within organizational communication research. Treat this like a professional paper, as this will be beneficial as a writing sample or future research/contribution to the field.

**References**

You’ll need to reference 8-10 sources on a relevant issue of your choosing. The articles must be from academic books or journals. The latter can be found in the main library, or any number of online resources, and might include such titles as *Journal of Computer-Mediated Communication, Communication Research, Journal of Communication,* among others.

General education textbooks (e.g. Dominick’s *Introduction to Mass Communication*) do *not* count as scholarly sources, nor do periodicals (e.g., *TIME*). These may be used, but they will not be counted towards your 8-10 required peer-reviewed sources.

Please *do not* use meta-analyses or entire books for this assignment. Articles that merely review a book on a subject are also *not* acceptable choices.

**Acceptable Topic Areas**

You may review any organizational communication topic, so long as (1) all references address the same topic, which should be narrowly defined, and (2) academic sources are relatively timely (i.e., published within the last decade or two). Think of your personal interests and course content when choosing a topic. Any topical heading appearing on the syllabus would be appropriate for study, but feel free to address other dimensions of communication messages or effects as well. Once you've selected a topic area, consult the course text for possible research sources.

Overly broad topics (e.g., “Efects of social networking sites use on organizations”) should be avoided. Be very specific with your focus (e.g. “Effects of self-presentation on organizational web pages”). Take care to delimit your topic to one medium or genre.

Also, remember to focus on organization-related issues. A review of “classical Greek literature” would not be appropriate for this course. I’d be happy to help you identify workable topic areas and recommend sources during the next week or so. Remember to utilize the Communication Sciences librarian, Dawn Cadogan, as a resource as well.

**Assignment Descriptions**

Each submission requires something specific to be considered a completed draft. All submissions should follow APA guidelines.

*Paper Topic and Abstract*

This should be a one page abstract/proposal that outlines what topic you would like to do, what method you would like to use, and why this topic and method is appropriate for this assignment.

*Paper Outline and Reference List*

This submission should include a fully realized outline of the topic and argument you are presenting. In-text citations should be used where appropriate, and there should be a full APA References page included at the end. Claims should be made in full sentences, but backup information can be bullet points. A clear thesis should also be made early in the paper. Section headers should be appropriate to the type of writing.

*First Draft of Full Paper*

This submission should be a complete draft of the paper. Feedback will be given with careful attention to content and style. Be sure to include a cover letter that reports what you are most concerned with or are having trouble with so that I can focus my feedback on addressing your concerns.

*Final Submission*

This is the final draft of your paper and should be uploaded to HuskyCT by 5pm on the final exam date.

**Assignments and Submission Format**

There will be four submissions throughout the semester. This process is designed to build the complete 15 page final submission. The writing will be done in stages with an emphasis on revision.

**Please submit your assignment electronically via HuskyCT, *by 11:59p.m.* by the due date.** *Do not send via email.* No paper copies accepted.

Writing assignments are to be turned in electronically, with a cover letter, to me **via HuskyCT.** Submit your paper ***as an attachment*** within the assignment tab. Your paper must be submitted in one of the following formats: a Word document (.doc or .docx), or a PDF. Simply cutting and pasting your paper into the submission box in HuskyCT will not keep your formatting (which is one of the things you are being graded on). If you are having problems with HuskyCT, email me the file immediately, so as to avoid any late penalties. **Files submitted after the deadline due to technical issues will still incur a late penalty.**

When you submit your ***first and final drafts*** you need to include a cover letter (the cover letter can either be a second, separate Word document or you can make it the first page of your assignment). Each draft requires a cover letter. A template of how to word the cover letter for your initial draft submission and for your revised submissions are below.

Template of Cover Letter **for a Draft**:

Dear Professor,

In this draft I am trying to....

I think that the strongest parts of the draft are.... And what I struggled with most was....

My top two priorities for revising are....

Other things that I know I need to work on include...

Questions I have for you at this stage are...

Sincerely,

[your name]

I will use this information in your cover letter to help me better review and critique your assignment. For example, if you know your article summaries are not as strong as your analysis of the articles’ conclusions, then I will know to give you more directed feedback about analyzing articles for a literature review.

When you *resubmit* your paper, you will write **another** cover letter:

Template of Cover Letter **for a Final Paper:**

Dear Professor,

In this paper I am trying to...

In my first draft I…

Given the feedback I received on that draft, I decided to... because…

For this final draft I concentrated most of my efforts on… because…

What I struggled with most was...

If given more time, I would work on…

I think that the strongest parts of the final essay are…

Other things you may want to keep in mind as you read this essay are…

Sincerely,

[your name]

**2020-167 COMM 4330/W Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15850 |
| **Request Proposer** | Stifano |
| **Course Title** | Children and Mass Media |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Children and Mass Media |
| **Course Number** | 4330 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2300 (formerly 3300); ENGL 1007 or 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty with this expertise reside in Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 4330. Children and Mass Media 3.00 credits Prerequisites: COMM 1000 and 1300; open to juniors or higher. Grading Basis: Graded Child development and the effects of mass media on young children. Educational television, frightening media, violent television, computer games, the Internet and media policy. |
| **Provide proposed title and complete course catalog copy** | COMM 3330. Children and Mass Media 3.00 credits Prerequisites: COMM 2300 (formerly 3300). Grading Basis: Graded Formerly offered as COMM 4330. Child development and the effects of mass media on young children. Educational television, frightening media, violent television, computer games, the Internet and media policy. COMM 3330W. Children and Mass Media 3.00 credits Prerequisites: COMM 2300 (formerly 3300); ENGL 1007 or 1010 or 1011 or 2011. Grading Basis: Graded |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. Adding a W option at the 3000 level also aligns with our curricular plan to allow students to meet their W requirement within theory-heavy areas of the discipline. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Specific Objectives: Upon completing this course you will be able to: ➢ Identify the stages of cognitive development for children and adolescents and explain why these are important to understand when considering children and media. ➢ Summarize research findings from the media-related topics covered. ➢ Apply information from existing research to predict how the findings may apply to other situations. ➢ Define media literacy and relate it to the topics we discussed throughout the semester. ➢ (W) Write a compelling research paper related to contemporary issues related to children and media. |
| **Describe course assessments** | Non-W: Exams, Quizzes, Discussion, Media Projects W: Exams, Quizzes, Discussion, Course Research Paper |
| **General Education Goals** | GEOC Goals: Consistent with W courses in the Department of Communication, this course connects its primary subject matter intimately to writing by allowing students to investigate extant literature in this area of the discipline, synthesize the literature through the development of a paper, and participate in the review and revision process to refine their ideas. Students completing the W version of this course will better be able to articulate knowledge of this particular subject matter through their writing, which can also serve as strong preparation for graduate work in the discipline. |
| **Writing Competency** | Writing Competency: This course provides a course paper as an assignment requiring students to review the literature on Children and Mass Media and provide at least 8 references, cited in proper APA format. Students will work through a Topic and Abstract, followed by a Paper Outline and Reference List, then a First Draft , and ultimately a Final Submission (due during finals week). Both drafts will be accompanied by a cover letter, and in-class time will be set aside to work on papers and assist peers with their papers. Extensive guidelines are provided at the back of the syllabus for this writing assignment, including clear language that failure of the writing components of the course would constitute failure of the class. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4330 F19 syllabus Farrar.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172938&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C50e36344138f45fcaa1a08d7ca6a409c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200430010831689&sdata=5ocr2RqYl4hSa%2BCjR5puFVnFTC882oBJgal%2FEmHwhlQ%3D&reserved=0) | 4330 F19 syllabus Farrar.docx | Syllabus | | [4330-WProspective-CCC.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172939&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C50e36344138f45fcaa1a08d7ca6a409c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200430010831689&sdata=0TF%2Bi%2BHpJqnp5UHzV97P3LPYU7hgK0HyGpoHG8sSffY%3D&reserved=0) | 4330-WProspective-CCC.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/16/2020 - 14:27 | Submit |  | Submitted to revise existing course number/pre-reqs and add a new W version of the course. Syllabus for prospective W version included along with syllabus for non-W version. | | Communication | Stephen C Stifano | 03/16/2020 - 14:33 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

**Communication 4330**

Children and Mass Media

Spring 2019

T/TH 11:00-12:15

**Professor**

Dr. Kirstie Farrar

**Office Hours:**

Log into: <https://web2.uconn.edu/advapp/app/?dept=14> to schedule appointments.

ARJ 208

[Kirstie.farrar@uconn.edu](mailto:Kirstie.farrar@uconn.edu)

**Overview:** This course provides an overview of important issues and research regarding children’s and adolescent’s reactions to media. Emphasis will be placed on developmental differences in the processing of media content and in the effects of such materials. Major emphasis will also be placed on theoretical perspectives in communication and developmental psychology that frame the media-related topics to be covered.

**Specific Objectives:** Upon completing this course you will be able to:

* Identify the stages of cognitive development for children and adolescents and explain why these are important to understand when considering children and media.
* Summarize research findings from the media-related topics covered.
* Apply information from existing research to predict how the findings may apply to other situations.
* Define media literacy and relate it to the topics we discussed throughout the semester.

**Required course materials**:

* Valkenburg, P.M. & Piotrowski, J. (2017). Plugged in. How Media Attract and Affect Youth. Yale University Press, New Haven, CT. PDF of book available on huskyct.
* Supplementary readings available on HuskyCT.
* iClicker2—available at Coop. REEF polling is also acceptable.

**Requirements and Grading**

**Reading**: It is absolutely imperative that all assigned readings are completed **prior to the lecture** for which they are assigned. Lectures are designed to supplement and not replace readings. You will be tested on materials from both the lectures and the readings [**even those we don’t discuss in detail during class time**]. Quizzes will occur without prior notice and **will likely cover assigned readings due that day as well as material covered during the previous lecture**.

**Assignments:** You will be graded on the basis of your performance on **two noncumulative exams**, **a poster/video project, a group movie analysis project, 5 discussion questions, and in class quizzes.**

* *Exams*: Both exams are noncumulative and will contain a variety of question formats including multiple choice, short answer, matching and/or essay.
* *Discussion Questions*: Throughout the semester there will be 5 discussion questions to complete, each with their own due date. These will be posted in the discussion board on our course’s huskyct page. They will be worth 10 points each. To earn full credit you must thoroughly answer the prompt as well as read and respond to some of your classmates’ postings.
* *Poster Project*: Working in groups of 3 or 4, pick a topic related to children and media to research. Thoroughly research your topic and then create a poster board presentation suitable for an audience of parents and educators. If you’d like this can also be a short video presentation. \*\*We will present these posters/presentations at the department spring showcase date TBA.
* *Movie/YouTube channel project blog post*: Early in the semester you will sign up to be a part of a 3 person group that will watch and analyze a popular children’s movie or youtube channel. I will provide you with a list of movie selections/youtube channels but you are also free to suggest your own and have it approved in advance as well. You will write up 3-5 paragraph blog post applying the developmental perspectives informing how small children might react to the film or channel. This will then be posted on our class blog.
* *In class quizzes*: Throughout the semester there will be 12 in class quizzes taken using your iClicker tool. These will occur without prior notice and will cover material from the previous lecture and from the readings assigned for that class period. Each quiz will be worth 5 points and your two lowest scores will be dropped from your grade (for a total of 50 possible points).

**Grading**

* *Exam 1*: 100 points
* *Exam 2*: 100 points
* *Poster Project*: 50 points
* *Movie project blog post:*  50 points
* *Discussion Questions*: 50 points
* *In class quizzes*: 50 points
* **Total points possible in course: 400**

**Course Policies**

**Grade policy:**

I’m always more than happy to meet with students to help you see how you can improve your learning and your performance in the course.

**If you disagree with a particular grade, here are the steps to follow:**

1. Review the feedback given and the assignment sheet.
2. If, after 24 hours, you still believe the grade is incorrect make an appointment with me (on advapp.uconn.edu) to go over the assignment.
   1. If this meeting doesn’t bring resolution, write up a short paragraph detailing why you believe the grade should be changed and submit this to me, along with the assignment in question. I will review the assignment and grade and make the final decision. Keep in mind that your grade could go up, but it could also go down.

**UConn policies regarding changes to final** **grades:**

* Changes to course grades <http://catalog.uconn.edu/academic-regulations/#Cha>
* Appeals of assigned course grades <http://catalog.uconn.edu/academic-regulations/#Appl2>

**Email/Telephone Policy:** Your concerns are very important to me. However, please be understanding of the fact that I also teach one other course, supervise PhD students, have research commitments, other responsibilities to UConn and personal commitments. Generally speaking I will try to respond to your emails or voicemails within 48 hours during the week. This may be longer over weekends or during holidays. I will try to respond to true emergencies as quickly as I am able.

**Exams, quizzes, and assignments:** Documented illnesses, UConn commitments, and emergencies are the only acceptable reasons for missing an exam, quiz or assignment. If you do not notify me in a timely manner I can’t guarantee that you will be able to make up an assignment or exam.

All assignments turned in late without prior approval will receive a 10% grade deduction per day late.

Make up exams must be completed within one week of the original exam date and may be essay format.

**Quizzes missed in class cannot be made up. Keep in mind that your two lowest quiz scores will be dropped. A dead battery in your iClicker is NOT a valid reason for missing an exam… neither is forgetting to bring your clicker to class with you.**

**It is YOUR responsibility to make sure that your iClicker is registered on huskyct and is working and that your quiz scores are being registered correctly. You should see a green “check mark” after answering questions with your clicker. If you don’t, raise your hand IMMEDIATELY and I will take care of it. Also, check your quiz grades on huskyct frequently.**

**Rescheduling Final Examinations***.*

**BUNCHED FINALS**

Students who have “bunched finals” should go to the iCenter at the entrance to Wilbur Cross. More information can be found here: https://icenter.uconn.edu/finals/

Please note: for students with three exams in one day, the exam that will be rescheduled is the middle exam.

Bunched finals include the following:

* 2 finals scheduled at the same time
* 3 finals in one calendar day
* 3 finals in consecutive time blocks spanning parts of two consecutive days
* 4 finals in two consecutive days

**EXTENUATING CIRCUMSTANCES**

Students with extenuating circumstances are encouraged to visit the **Dean of Students Office**to speak to a staff member as soon as possible. Staff may allow students to reschedule a final due to an unavoidable circumstance, such as religious observances, previously scheduled medical procedures/appointments, or other ceremonies in which you are directly involved in the event. Supporting documentation will be required.

Finals are not rescheduled for personal errors, like oversleeping or misreading the finals schedule. Finals are generally not rescheduled due to voluntary travel conflicts. Students (and parents) are encouraged to check the finals schedule before making travel plans.

Students who have prior knowledge of a conflict (bunched finals, religious event/obligation, attendance to a funeral, court date, previously scheduled medical appointment, or other qualifying event) must come to **Dean of Students Office**. Please see <https://dos.uconn.edu/> for information on rescheduling deadlines.

**IMMEDIATE ILLNESS**

Students with an immediate illness must be seen by **Student Health Services** for verification of illness. [Student Health Services](http://shs.uconn.edu/) will provide information to Dean of Students Office who will then inform the instructor of permission to reschedule the final. **Students who are ill and were seen by Student Health Services do not need to also visit the Dean of Students Office.**

**Students with Disabilities*:***

UConn is committed to providing students with disabilities equal access to educational opportunities. To accomplish this, UConn grants to students with documented disabilities reasonable and appropriate accommodations, which are academic adjustments or modifications made to elements of a student’s postsecondary program. The Center for Students with Disabilities (CSD) is vested by the University with the authority to engage in an interactive process with each student and determine appropriate accommodations on an individualized, case-by-case, class-by-class basis. This practice is in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) as amended (2008), which provides that no qualified person will be denied access to, participation in, or the benefits of, any program or activity operated by the University because of a disability.

Students seeking an accommodation must register online with the CSD via [MyAccess](http://myaccess.csd.uconn.edu/)  and provide appropriate documentation that establishes the need for an accommodation. Students should refer to the [Documentation Guidelines](http://csd.uconn.edu/documentation-guidelines/) for further information regarding appropriate documentation. Information regarding accommodations is also available through the CSD website at [csd.uconn.edu](file:///C:\Users\jor16104\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\FKPMFOAA\csd.uconn.edu) or individuals may contact the CSD at 860-486-2020 or [csd@uconn.edu](mailto:csd@uconn.edu) for further information or assistance.

Please see me early in the semester to talk about any accommodations required.

**Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  
  
More information is available at <http://policy.uconn.edu/2013/08/07/policy-against-discrimination-harassment-and-inappropriate-romantic-relationships/>

**Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](http://www.ode.uconn.edu/) under the [Sexual Assault Response Policy](http://policy.uconn.edu/?p=2139). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.    
  
More information is available at <http://sexualviolence.uconn.edu/>

**Academic Integrity**

Academic Integrity: A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation.

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism). Cheating or plagiarism may result in failing this course and/or removal from the university.

See <http://community.uconn.edu/the-student-code-appendix-a/> for more information on the University's student code as it pertains to Academic Integrity.

Keep in mind that copying and pasting **even a portion of your own work** from another class or project is also considered plagiarism.

**Nicknames and Preferred Gender Pronoun**

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me in person or send me an email.

**Statement of Inclusivity**

This class strives to be an inclusive learning community, respecting those of differing backgrounds and beliefs. As a community, we aim to be respectful to all citizens in this class, regardless of race, ethnicity, religion, gender or sexual orientation.

**Copyright.**

*My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.*

Helpful resources:

* UConn Counseling and Mental Health Services <http://counseling.uconn.edu/>
* UConn Sexual Violence, Relationship Violence, and Stalking Awareness <http://sexualviolence.uconn.edu/>
* UConn Equity, Diversity, Equal Employment, and Affirmative Action <http://www.ode.uconn.edu/index.php>
* UConn Academic Achievement Center <http://web.uconn.edu/uconnconnects/AAC.htm>
* CLAS Academic Services Center <http://clasadvising.uconn.edu>

**Course Schedule\***

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Dates** | **Topic** | **Readings** |
| **1** | **8/27**  **8/29** | Intro/Overview  Media Use/Exposure & Theoretical Perspectives | * Valkenburg & Piotrowski, Chapters 1-3 |
| **2** | **9/3**  **9/5** | Media Use cont/Learning  Learning/Info processing | * Valkenburg & Piotrowski, ch 11 * **First Discussion Question: Due 2/7** * Lauricella, Blackwell & Wartella (2017). The “new” technology environment: The role of content and context on learning and development from mobile media. In *Media Exposure During Infancy and Early Childhood*, pp 1-23. |
| **3** | **9/10**  **9/12** | Media and executive function  Media Violence | * Lillard, A.S., & Peterson, J. (2011). The immediate impact of different types of television on young children’s executive functions. Pediatrics, 128 (4), 644-649. * Valkenburg & Piotrowski, Ch 7 * **Discussion question #1 Due** * **Discussion Question #2 available Due 2/14** |
| **4** | **9/17**  **9/19** | Violence Cont  Bullying and Social Aggression/Cyberbulling | * Prot, McDonald, Anderson & Gentile (2012). Video games: Good, bad, or other? *Pediatrician Clinics North America, 59*, 647-658. * Martins, N., Wilson, B.J. (2011). Social aggression on television and its relationship to children’s aggression in the classroom. *Human Communication Research, 38*, 48-71. * **TBA** * **Discussion Question 2 due** |
| **5** | **9/24**  **9/26** | Advertising  Advertising and persuasive intent. | * Valkenburg & Piotrowski, Ch 9 * **Discussion Question 3 available. Due 3/5** * Lapierre, M.A. (2015). Development and persuasion understanding predicting knowledge of persuasion/selling intent from children’s theory of mind. Journal of Communication, 65, 423-442. |
| **6** | **10/1**  **10/3** | Food advertising  Social/Emotional. Fear | * Harris, J.L. (2014). Demonstrating the harmful effects of food advertising on children and adolescents. In Media and the Well-Being of Children and Adolescents. Pp. 52-69. * Valkenburg & Piotrowski, Ch 8 * Lynch, T., & Martins, N. (2015). Nothing to fear? An analysis of college students' fear experiences with video games. *Journal of Broadcasting & Electronic Media*, *59*(2), 298-317. * **Discussion Question 3 Due** |
| **7** | **10/8**  **10/10** | Emotional Learning  **EXAM 1** | * Rasmussen et al. (2016). Relation between active mediation, exposure to Daniel Tiger’s Neighborhood, and US preschoolers’ social and emotional development. *Journal of Children and Media, 10* (4), 443-461. |
| **8** | **10/15**  **10/17** | **Gender Identity Development**  **Racial Identity/Self esteem** | * Aubrey, J. S., & Harrison, K. (2004). The gender-role content of children’s favorite television programs and its links to their gender-related perceptions. Media Psychology, 6 (2), 111-146. * Ward, L. M., & Aubrey, J. S. (2017). Watching gender: How stereotypes in movies and on TV impact kids’ development. San Francisco, CA: Common Sense. * Keys, J. (2016). Doc McStuffins and Dora the Explorer: representations of gender, race, and class in US animation. *Journal of Children and Media, 10* (3), 355-368. |
| **9** | **10/22**  **10/24** | **Prosocial Effects**  **YouTube** | * Strasburger, V.C., Wilson, B.J., & Jordan, A.B. (2014). Children, Adolescents, & The Media 3rd. Ed. Pp. 111-123. * Smith, Toor & van Kessel (November, 2018). Many turn to YouTube for children’s content, news, how-to lessons. Pew Research Center. * Lafrance, A. (2017, July 25). The algorithm that makes preschoolers obsessed with YouTube. Retrieved from https://www.theatlantic.com/technology/archive/2017/07/what-youtube-reveals-about-the-toddler-mind/534765/ |
| **10** | **10/29**  **10/31** | **YouTube**  **Social Media/Smartphones** | * **TBA** * Valkenburg & Piotrowski, Ch 13 * Discussion Question 4 available. Due 4/16. * **MOVIE BLOGS DUE** |
| **11** | **11/5**  **11/7** | **Social Media**  **Media & Parenting** | * Uhls, Y.T., Ellison, N.B., & Subrahmanyan, K. (2017). Benefits and costs of social media in adolescence. *Pediatrics*, 140 * Valkenburg & Piotrowski, Ch 14 p 244-250 * Group time for movie blog work * **Discussion Question 4 due.** * **Discussion Question 5 available. Due 4/25** |
| **12** | **11/12**  **11/14** | **Family Mediation**  **No Class** | * Valkenburg & Piotrowski, Ch 14 p 250-266 |
| **13** | **11/19**  **11/21** | Media Literacy  Media Policy | * Livingstone, S. (2004). Media literacy and the challenge of new information and communication technologies. *The Communication Review, 7*, 3-14. * Byrne, S. (2009). Media literacy interventions: What makes them boom or boomerang? Communication Education, 58 (1), 1-14. * Class time to meet about poster presentations * Strasburger, V.C., Wilson, B.J., & Jordan, A.B. (2014). Children, Adolescents, & The Media 3rd Ed. Pp. 559-584 * **Discussion Question 5 due** |
| **14** | **11/26 & 11/28** | Thanksgiving! | Relax with friends and family |
| **15** | **12/3**  **12/?**  **12/5** | **Reflections**  **Fall Showcase**  **In Arjona**  **Reflections** | * Valkenburg & Piotrowski, Ch 15 * **Poster presentations on display in Arjona** * Nathanson, A.I. (2015). Media and the family: Reflections and future directions. Journal of Children and Media, 9 (1), 133-139. * <https://www.wired.com/story/year-in-review-tech-addiction-debate-all-wrong/> |
|  |  |  |  |

\*\*Subject to change. Be sure to make note of any changes as they occur.

**Final Exam: TBA**

**Communication 3330W**

Children and Mass Media

**Overview:** This course provides an overview of important issues and research regarding children’s and adolescent’s reactions to media. Emphasis will be placed on developmental differences in the processing of media content and in the effects of such materials. Major emphasis will also be placed on theoretical perspectives in communication and developmental psychology that frame the media-related topics to be covered.

**Specific Objectives:** Upon completing this course you will be able to:

* Identify the stages of cognitive development for children and adolescents and explain why these are important to understand when considering children and media.
* Summarize research findings from the media-related topics covered.
* Apply information from existing research to predict how the findings may apply to other situations.
* Define media literacy and relate it to the topics we discussed throughout the semester.
* Write a compelling research paper related to contemporary issues related to children and media.

**Required course materials**:

* Valkenburg, P.M. & Piotrowski, J. (2017). Plugged in. How Media Attract and Affect Youth. Yale University Press, New Haven, CT. PDF of book available on huskyct.
* Supplementary readings available on HuskyCT.
* iClicker2—available at Coop. REEF polling is also acceptable.

**Requirements and Grading**

**Reading**: It is absolutely imperative that all assigned readings are completed **prior to the lecture** for which they are assigned. Lectures are designed to supplement and not replace readings. You will be tested on materials from both the lectures and the readings [**even those we don’t discuss in detail during class time**]. Quizzes will occur without prior notice and **will likely cover assigned readings due that day as well as material covered during the previous lecture**.

**Assignments:** You will be graded on the basis of your performance on **two noncumulative exams**, **a semester-long research paper, 5 discussion questions, and in class quizzes.**

* *Exams*: Both exams are noncumulative and will contain a variety of question formats including multiple choice, short answer, matching and/or essay.
* *Discussion Questions*: Throughout the semester there will be 5 discussion questions to complete, each with their own due date. These will be posted in the discussion board on our course’s huskyct page. They will be worth 10 points each. To earn full credit you must thoroughly answer the prompt as well as read and respond to some of your classmates’ postings.
* *Research Paper*: This course meets the W designation through a semester-long research project, which will be addressed as the semester unfolds in class and through HuskyCT. You will choose a topic, compile a list of sources, outline the paper, then write two drafts (incorporating feedback from the first when crafting the second). More details are available at the back of this syllabus. Note that you cannot pass a W course without passing the W portion of the course (in this case, the research paper assignments.
* *In class quizzes*: Throughout the semester there will be 12 in class quizzes taken using your iClicker tool. These will occur without prior notice and will cover material from the previous lecture and from the readings assigned for that class period. Each quiz will be worth 5 points and your two lowest scores will be dropped from your grade (for a total of 50 possible points).

**Grading**

* *Exam 1*: 100 points
* *Exam 2*: 100 points
* *Research Paper Topic/Abstract*: 15 points
* *Research Paper Outline/Sources*: 15 points
* *Research Paper First Draft:*  30 points
* *Research Paper Second Draft: 40 Points*
* *Discussion Questions*: 50 points
* *In class quizzes*: 50 points
* **Total points possible in course: 400**

**Course Policies**

**Grade policy:**

I’m always more than happy to meet with students to help you see how you can improve your learning and your performance in the course.

**If you disagree with a particular grade, here are the steps to follow:**

1. Review the feedback given and the assignment sheet.
2. If, after 24 hours, you still believe the grade is incorrect make an appointment with me (on advapp.uconn.edu) to go over the assignment.
   1. If this meeting doesn’t bring resolution, write up a short paragraph detailing why you believe the grade should be changed and submit this to me, along with the assignment in question. I will review the assignment and grade and make the final decision. Keep in mind that your grade could go up, but it could also go down.

**UConn policies regarding changes to final** **grades:**

* Changes to course grades <http://catalog.uconn.edu/academic-regulations/#Cha>
* Appeals of assigned course grades <http://catalog.uconn.edu/academic-regulations/#Appl2>

**Email/Telephone Policy:** Your concerns are very important to me. However, please be understanding of the fact that I also teach one other course, supervise PhD students, have research commitments, other responsibilities to UConn and personal commitments. Generally speaking I will try to respond to your emails or voicemails within 48 hours during the week. This may be longer over weekends or during holidays. I will try to respond to true emergencies as quickly as I am able.

**Exams, quizzes, and assignments:** Documented illnesses, UConn commitments, and emergencies are the only acceptable reasons for missing an exam, quiz or assignment. If you do not notify me in a timely manner I can’t guarantee that you will be able to make up an assignment or exam.

All assignments turned in late without prior approval will receive a 10% grade deduction per day late.

Make up exams must be completed within one week of the original exam date and may be essay format.

**Quizzes missed in class cannot be made up. Keep in mind that your two lowest quiz scores will be dropped. A dead battery in your iClicker is NOT a valid reason for missing an exam… neither is forgetting to bring your clicker to class with you.**

**It is YOUR responsibility to make sure that your iClicker is registered on huskyct and is working and that your quiz scores are being registered correctly. You should see a green “check mark” after answering questions with your clicker. If you don’t, raise your hand IMMEDIATELY and I will take care of it. Also, check your quiz grades on huskyct frequently.**

**Rescheduling Final Examinations***.*

**BUNCHED FINALS**

Students who have “bunched finals” should go to the iCenter at the entrance to Wilbur Cross. More information can be found here: https://icenter.uconn.edu/finals/

Please note: for students with three exams in one day, the exam that will be rescheduled is the middle exam.

Bunched finals include the following:

* 2 finals scheduled at the same time
* 3 finals in one calendar day
* 3 finals in consecutive time blocks spanning parts of two consecutive days
* 4 finals in two consecutive days

**EXTENUATING CIRCUMSTANCES**

Students with extenuating circumstances are encouraged to visit the **Dean of Students Office**to speak to a staff member as soon as possible. Staff may allow students to reschedule a final due to an unavoidable circumstance, such as religious observances, previously scheduled medical procedures/appointments, or other ceremonies in which you are directly involved in the event. Supporting documentation will be required.

Finals are not rescheduled for personal errors, like oversleeping or misreading the finals schedule. Finals are generally not rescheduled due to voluntary travel conflicts. Students (and parents) are encouraged to check the finals schedule before making travel plans.

Students who have prior knowledge of a conflict (bunched finals, religious event/obligation, attendance to a funeral, court date, previously scheduled medical appointment, or other qualifying event) must come to **Dean of Students Office**. Please see <https://dos.uconn.edu/> for information on rescheduling deadlines.

**IMMEDIATE ILLNESS**

Students with an immediate illness must be seen by **Student Health Services** for verification of illness. [Student Health Services](http://shs.uconn.edu/) will provide information to Dean of Students Office who will then inform the instructor of permission to reschedule the final. **Students who are ill and were seen by Student Health Services do not need to also visit the Dean of Students Office.**

**Students with Disabilities*:***

UConn is committed to providing students with disabilities equal access to educational opportunities. To accomplish this, UConn grants to students with documented disabilities reasonable and appropriate accommodations, which are academic adjustments or modifications made to elements of a student’s postsecondary program. The Center for Students with Disabilities (CSD) is vested by the University with the authority to engage in an interactive process with each student and determine appropriate accommodations on an individualized, case-by-case, class-by-class basis. This practice is in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) as amended (2008), which provides that no qualified person will be denied access to, participation in, or the benefits of, any program or activity operated by the University because of a disability.

Students seeking an accommodation must register online with the CSD via [MyAccess](http://myaccess.csd.uconn.edu/)  and provide appropriate documentation that establishes the need for an accommodation. Students should refer to the [Documentation Guidelines](http://csd.uconn.edu/documentation-guidelines/) for further information regarding appropriate documentation. Information regarding accommodations is also available through the CSD website at [csd.uconn.edu](file:///C:\Users\jor16104\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\FKPMFOAA\csd.uconn.edu) or individuals may contact the CSD at 860-486-2020 or [csd@uconn.edu](mailto:csd@uconn.edu) for further information or assistance.

Please see me early in the semester to talk about any accommodations required.

**Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  
  
More information is available at <http://policy.uconn.edu/2013/08/07/policy-against-discrimination-harassment-and-inappropriate-romantic-relationships/>

**Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](http://www.ode.uconn.edu/) under the [Sexual Assault Response Policy](http://policy.uconn.edu/?p=2139). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.    
  
More information is available at <http://sexualviolence.uconn.edu/>

**Academic Integrity**

Academic Integrity: A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation.

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism). Cheating or plagiarism may result in failing this course and/or removal from the university.

See <http://community.uconn.edu/the-student-code-appendix-a/> for more information on the University's student code as it pertains to Academic Integrity.

Keep in mind that copying and pasting **even a portion of your own work** from another class or project is also considered plagiarism.

**Nicknames and Preferred Gender Pronoun**

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me in person or send me an email.

**Statement of Inclusivity**

This class strives to be an inclusive learning community, respecting those of differing backgrounds and beliefs. As a community, we aim to be respectful to all citizens in this class, regardless of race, ethnicity, religion, gender or sexual orientation.

**Copyright.**

*My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.*

Helpful resources:

* UConn Counseling and Mental Health Services <http://counseling.uconn.edu/>
* UConn Sexual Violence, Relationship Violence, and Stalking Awareness <http://sexualviolence.uconn.edu/>
* UConn Equity, Diversity, Equal Employment, and Affirmative Action <http://www.ode.uconn.edu/index.php>
* UConn Academic Achievement Center <http://web.uconn.edu/uconnconnects/AAC.htm>
* CLAS Academic Services Center <http://clasadvising.uconn.edu>

**Course Schedule\***

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Dates** | **Topic** | **Readings** |
| **1** | **8/27**  **8/29** | Intro/Overview  Media Use/Exposure & Theoretical Perspectives | * Valkenburg & Piotrowski, Chapters 1-3 |
| **2** | **9/3**  **9/5** | Media Use cont/Learning  Learning/Info processing | * Valkenburg & Piotrowski, ch 11 * **First Discussion Question: Due 2/7** * Lauricella, Blackwell & Wartella (2017). The “new” technology environment: The role of content and context on learning and development from mobile media. In *Media Exposure During Infancy and Early Childhood*, pp 1-23. |
| **3** | **9/10**  **9/12** | Media and executive function  Media Violence | * Lillard, A.S., & Peterson, J. (2011). The immediate impact of different types of television on young children’s executive functions. Pediatrics, 128 (4), 644-649. * Valkenburg & Piotrowski, Ch 7 * **Discussion question #1 Due** * **Discussion Question #2 available Due 2/14** * **Paper Topic/Abstract** |
| **4** | **9/17**  **9/19** | Violence Cont  Bullying and Social Aggression/Cyberbulling | * Prot, McDonald, Anderson & Gentile (2012). Video games: Good, bad, or other? *Pediatrician Clinics North America, 59*, 647-658. * Martins, N., Wilson, B.J. (2011). Social aggression on television and its relationship to children’s aggression in the classroom. *Human Communication Research, 38*, 48-71. * **TBA** * **Discussion Question 2 due** |
| **5** | **9/24**  **9/26** | Advertising  Advertising and persuasive intent. | * Valkenburg & Piotrowski, Ch 9 * **Discussion Question 3 available. Due 3/5** * Lapierre, M.A. (2015). Development and persuasion understanding predicting knowledge of persuasion/selling intent from children’s theory of mind. Journal of Communication, 65, 423-442. |
| **6** | **10/1**  **10/3** | Food advertising  Social/Emotional. Fear | * Harris, J.L. (2014). Demonstrating the harmful effects of food advertising on children and adolescents. In Media and the Well-Being of Children and Adolescents. Pp. 52-69. * Valkenburg & Piotrowski, Ch 8 * Lynch, T., & Martins, N. (2015). Nothing to fear? An analysis of college students' fear experiences with video games. *Journal of Broadcasting & Electronic Media*, *59*(2), 298-317. * **Discussion Question 3 Due** * **Paper Outline & Literature** |
| **7** | **10/8**  **10/10** | Emotional Learning  **EXAM 1** | * Rasmussen et al. (2016). Relation between active mediation, exposure to Daniel Tiger’s Neighborhood, and US preschoolers’ social and emotional development. *Journal of Children and Media, 10* (4), 443-461. |
| **8** | **10/15**  **10/17** | **Gender Identity Development**  **Racial Identity/Self esteem** | * Aubrey, J. S., & Harrison, K. (2004). The gender-role content of children’s favorite television programs and its links to their gender-related perceptions. Media Psychology, 6 (2), 111-146. * Ward, L. M., & Aubrey, J. S. (2017). Watching gender: How stereotypes in movies and on TV impact kids’ development. San Francisco, CA: Common Sense. * Keys, J. (2016). Doc McStuffins and Dora the Explorer: representations of gender, race, and class in US animation. *Journal of Children and Media, 10* (3), 355-368. |
| **9** | **10/22**  **10/24** | **Prosocial Effects**  **YouTube** | * Strasburger, V.C., Wilson, B.J., & Jordan, A.B. (2014). Children, Adolescents, & The Media 3rd. Ed. Pp. 111-123. * Smith, Toor & van Kessel (November, 2018). Many turn to YouTube for children’s content, news, how-to lessons. Pew Research Center. * Lafrance, A. (2017, July 25). The algorithm that makes preschoolers obsessed with YouTube. Retrieved from https://www.theatlantic.com/technology/archive/2017/07/what-youtube-reveals-about-the-toddler-mind/534765/ |
| **10** | **10/29**  **10/31** | **YouTube**  **Social Media/Smartphones** | * **TBA** * Valkenburg & Piotrowski, Ch 13 * Discussion Question 4 available. Due 4/16. * **Paper Draft #1 Due** |
| **11** | **11/5**  **11/7** | **Social Media**  **Media & Parenting** | * Uhls, Y.T., Ellison, N.B., & Subrahmanyan, K. (2017). Benefits and costs of social media in adolescence. *Pediatrics*, 140 * Valkenburg & Piotrowski, Ch 14 p 244-250 * Group time for movie blog work * **Discussion Question 4 due.** * **Discussion Question 5 available. Due 4/25** |
| **12** | **11/12**  **11/14** | **Family Mediation**  **No Class** | * Valkenburg & Piotrowski, Ch 14 p 250-266 |
| **13** | **11/19**  **11/21** | Media Literacy  Media Policy | * Livingstone, S. (2004). Media literacy and the challenge of new information and communication technologies. *The Communication Review, 7*, 3-14. * Byrne, S. (2009). Media literacy interventions: What makes them boom or boomerang? Communication Education, 58 (1), 1-14. * Class time to meet about poster presentations * Strasburger, V.C., Wilson, B.J., & Jordan, A.B. (2014). Children, Adolescents, & The Media 3rd Ed. Pp. 559-584 * **Discussion Question 5 due** |
| **14** | **11/26 & 11/28** | Thanksgiving! | Relax with friends and family |
| **15** | **12/3**  **12/?**  **12/5** | **Reflections**  **Fall Showcase**  **In Arjona**  **Reflections** | * Valkenburg & Piotrowski, Ch 15 * **Final Paper Draft Due** * Nathanson, A.I. (2015). Media and the family: Reflections and future directions. Journal of Children and Media, 9 (1), 133-139. * <https://www.wired.com/story/year-in-review-tech-addiction-debate-all-wrong/> |
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\*\*Subject to change. Be sure to make note of any changes as they occur.

**Final Exam: TBA**

**WRITING ASSIGNMENT GUIDELINES**

**Overview**

Your major writing assignment for COMM 3330W should address research literature on a single topic related to media and children. This will be done in a semester long build and revise method.

*As per University Guidelines for W courses: “A student cannot pass a W course without earning a passing grade on its writing components.”*

**Guidelines**

* 15-page Standard Academic Literature Review on a media and children topic of interest

For the paper, you will choose a topic within mass communication research. Treat this like a professional paper, as this will be beneficial as a writing sample or future research/contribution to the field.

**References**

You’ll need to reference 8-10 sources on a relevant issue of your choosing. The articles must be from academic books or journals. The latter can be found in the main library, or any number of online resources, and might include such titles as *Journal of Computer-Mediated Communication, Journal of Broadcasting and Electronic Media, Communication Research, Journal of Communication,* among others.

General education textbooks (e.g. Dominick’s *Introduction to Mass Communication*) do *not* count as scholarly sources, nor do periodicals (e.g., *TIME*). These may be used, but they will not be counted towards your 8-10 required peer-reviewed sources.

Please *do not* use meta-analyses or entire books for this assignment. Articles that merely review a book on a subject are also *not* acceptable choices.

**Acceptable Topic Areas**

You may review any children and media communication topic, so long as (1) all references address the same topic, which should be narrowly defined, and (2) academic sources are relatively timely (i.e., published within the last decade or two). Think of your personal interests and course content when choosing a topic. Any topical heading appearing on the syllabus would be appropriate for study, but feel free to address other dimensions of communication messages or effects as well. Once you've selected a topic area, consult the course text for possible research sources.

Overly broad topics (e.g., “Efects of social media on children”) should be avoided. Be very specific with your focus (e.g. “Children’s responses to violence in advertising”). Take care to delimit your topic to one medium or genre.

Also, remember to focus on media-related issues. A review of “classical Greek literature” would not be appropriate for this course. I’d be happy to help you identify workable topic areas and recommend sources during the next week or so. Remember to utilize the Communication Sciences librarian, Dawn Cadogan, as a resource as well.

**Assignment Descriptions**

Each submission requires something specific to be considered a completed draft. All submissions should follow APA guidelines.

*Paper Topic and Abstract*

This should be a one page abstract/proposal that outlines what topic you would like to do, what method you would like to use, and why this topic and method is appropriate for this assignment.

*Paper Outline and Reference List*

This submission should include a fully realized outline of the topic and argument you are presenting. In-text citations should be used where appropriate, and there should be a full APA References page included at the end. Claims should be made in full sentences, but backup information can be bullet points. A clear thesis should also be made early in the paper. Section headers should be appropriate to the type of writing.

*First Draft of Full Paper*

This submission should be a complete draft of the paper. Feedback will be given with careful attention to content and style. Be sure to include a cover letter that reports what you are most concerned with or are having trouble with so that I can focus my feedback on addressing your concerns.

*Final Submission*

This is the final draft of your paper and should be uploaded to HuskyCT by 5pm on the final exam date.

**Assignments and Submission Format**

There will be four submissions throughout the semester. This process is designed to build the complete 15 page final submission. The writing will be done in stages with an emphasis on revision.

**Please submit your assignment electronically via HuskyCT, *by 11:59p.m.* by the due date.** *Do not send via email.* No paper copies accepted.

Writing assignments are to be turned in electronically, with a cover letter, to me **via HuskyCT.** Submit your paper ***as an attachment*** within the assignment tab. Your paper must be submitted in one of the following formats: a Word document (.doc or .docx), or a PDF. Simply cutting and pasting your paper into the submission box in HuskyCT will not keep your formatting (which is one of the things you are being graded on). If you are having problems with HuskyCT, email me the file immediately, so as to avoid any late penalties. **Files submitted after the deadline due to technical issues will still incur a late penalty.**

When you submit your ***first and final drafts*** you need to include a cover letter (the cover letter can either be a second, separate Word document or you can make it the first page of your assignment). Each draft requires a cover letter. A template of how to word the cover letter for your initial draft submission and for your revised submissions are below.

Template of Cover Letter **for a Draft**:

Dear Professor,

In this draft I am trying to....

I think that the strongest parts of the draft are.... And what I struggled with most was....

My top two priorities for revising are....

Other things that I know I need to work on include...

Questions I have for you at this stage are...

Sincerely,

[your name]

I will use this information in your cover letter to help me better review and critique your assignment. For example, if you know your article summaries are not as strong as your analysis of the articles’ conclusions, then I will know to give you more directed feedback about analyzing articles for a literature review.

When you *resubmit* your paper, you will write **another** cover letter:

Template of Cover Letter **for a Final Paper:**

Dear Professor,

In this paper I am trying to...

In my first draft I…

Given the feedback I received on that draft, I decided to... because…

For this final draft I concentrated most of my efforts on… because…

What I struggled with most was...

If given more time, I would work on…

I think that the strongest parts of the final essay are…

Other things you may want to keep in mind as you read this essay are…

Sincerely,

[your name]

**2020-168 COMM 4700/W Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15853 |
| **Request Proposer** | Stifano |
| **Course Title** | Health Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Health Communication |
| **Course Number** | 4700 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COMM 2300 (formerly 3300) or 2500 (formerly 3100); ENGL 1007 or 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | COMM 2000 (formerly 3000) |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Faculty with expertise in this area reside at these campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COMM 4700. Health Communication 3.00 credits Prerequisites: COMM 1000, 1300; Comm 3000 or PSYC 2100; open to juniors or higher. Recommended preparation: COMM 3100, 3200 and 3300. Grading Basis: Graded Overview of health communication, including health behavior change interventions, emergency communication, risk assessment, media influences, provider-patient communication, socialization and identity, stereotyping, social support, diverse populations, and new communication technologies. |
| **Provide proposed title and complete course catalog copy** | COMM 3420. Health Communication 3.00 credits Prerequisites: COMM 2300 (formerly 3300) or 2500 (formerly 3100). Recommended Preparation: COMM 2000 (formerly 3000) Grading Basis: Graded Formerly offered as COMM 4700. Overview of health communication, including health behavior change interventions, emergency communication, risk assessment, media influences, provider-patient communication, socialization and identity, stereotyping, social support, diverse populations, and new communication technologies. COMM 3420W. Health Communication 3.00 credits Prerequisites: COMM 2300 (formerly 3300) or 2500 (formerly 3100); ENGL 1007 or 1010 or 1011 or 2011. Recommended Preparation: COMM 2000 (formerly 3000) Grading Basis: Graded |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme and forthcoming major changes. Adding a W option at the 3000 level also aligns with our curricular plan to allow students to meet their W requirement within theory-heavy areas of the discipline. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Communication is central to health promotion and disease prevention efforts. In this course, you will gain a deep understanding of the major theories that guide health communication research and real-world application. A particular focus is placed on how innovative communication technologies are currently being used to change attitudes and behavior. Each week, you will interact with (and critique) new media platforms such as video games, YouTube channels, smartphone applications, and wearable technologies geared towards health. You will also gain hands on research experience by completing a research literature review about a health topic of your choice. |
| **Describe course assessments** | Non-W: Exams, Campaign Critique, Group Project, Participation W: Exams, Campaign Critique, Research Paper, Participation |
| **General Education Goals** | GEOC Goals: Consistent with W courses in the Department of Communication, this course connects its primary subject matter intimately to writing by allowing students to investigate extant literature in this area of the discipline, synthesize the literature through the development of a paper, and participate in the review and revision process to refine their ideas. Students completing the W version of this course will better be able to articulate knowledge of this particular subject matter through their writing, which can also serve as strong preparation for graduate work in the discipline. |
| **Writing Competency** | Writing Competency: This course provides a course paper as an assignment requiring students to review the literature on Health Communication and provide at least 8 references, cited in proper APA format. Students will work through a Topic and Abstract, followed by a Paper Outline and Reference List, then a First Draft , and ultimately a Final Submission (due during finals week). Both drafts will be accompanied by a cover letter, and in-class time will be set aside to work on papers and assist peers with their papers. Extensive guidelines are provided at the back of the syllabus for this writing assignment, including clear language that failure of the writing components of the course would constitute failure of the class. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4700 S19 Syllabus Kalnova.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172942&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C4dc2f75eb24b483debde08d7ca09e4c9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200016148687100&sdata=d0t1XrO9l72JaoiCOF%2FxK1iQ%2FiY9%2B02EX3ZDVfmQZpk%3D&reserved=0) | 4700 S19 Syllabus.docx | Syllabus | | [3420W-Prospective Syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172943&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C4dc2f75eb24b483debde08d7ca09e4c9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637200016148697094&sdata=BBAa3p2H5VLTwX0NXeH7INA0Lut6cv25aMvDjLXxu%2Bk%3D&reserved=0) | 3420W-Prospective Syllabus.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen C Stifano | 03/16/2020 - 15:35 | Submit |  | Submitted to revise existing course number/pre-reqs and add a new W version of the course. Syllabus for prospective W version included along with syllabus for non-W version. | | Communication | Stephen C Stifano | 03/16/2020 - 15:44 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20 | |

**Health Communication**

Spring 2019; Monteith 112; 1:25pm to 2:15pm

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**Svetlana Kalnova, PhD**

Assistant Professor-in-Residence

Department of Communication

**Phone: (860)-486-0607**

**Email:** svetlana.kalnova@uconn.edu

**Office:** Arjona 222

**Office Hours:** Mon, Tue, Thu 2:00pm to 3:30pm, and by appointment

**COURSE DESCRIPTION**

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A particular focus is placed on how innovative communication technologies are currently being used to change attitudes and behavior. Each week, you will interact with (and critique) new media platforms such as video games, YouTube channels, smartphone applications, and wearable technologies geared towards health.

You will also gain hands on research experience by completing a collaborative final project in which you and your teammates create and disseminate a social media campaign about a health topic of your choice.

**TEXTBOOK**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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This textbook takes an “in-depth”approach to health communication research from multiple paradigmatic perspectives, focusing on such topics as, interpersonal health communication issues, media and eHealth research, communication aspects of health behavior, organizational issues in health communication. Whether you’re planning to have a career in the health communication field, or find yourself in the role of a patient, caregiver, or a health media consumer, this book will help you to make more informed choices.

**COURSE COMPONENTS**

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* Midterm: **20%**
* Final : **20%**
* Critique of a Health Communication Technology or Campaign: **15%**
* Group Project Proposal: **5%**
* Group Project Presentation: **10%**
* Group Project Final Portfolio: **25%**
* In-Class Participation and Discussion: **5%**
* Total: **100%**

**GRADING**

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| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 94-100 | 90-93 | 87-89 | 83-86 | 80-82 | 78-79 | 72-77 | 70-71 | 68-69 | 62-67 | 60-61 | 0 – 59 |

**ONLINE RESOURCES**

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* + Coalition for Health Communication http://www.healthcommunication.net/
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  + Health Games Database http://www.healthgamesresearch.org/database
  + Journals
  + Health Communication http://www.tandf.co.uk/journals/hhth
* Journal of Health Communication http://www.tandf.co.uk/journals/titles/10810730.html
* Scholarly Professional Organizations
* International Communication Association http://www.icahdq.org/
* National Communication Association http://www.natcom.org/

**EXPECTATIONS FOR CLASSROOM BEHAVIOR**

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**LATE TURN-IN AND MISSED EXAMS POLICY**

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All written assignments must be typed (12-point, double-space, with 1-inch page margins). It is your responsibility to turn in a hard copy of your written assignment and upload a digital copy into SafeAssign (Huskyct) on the day it is due or earlier. All citations should follow APA standards (<https://owl.english.purdue.edu/owl/resource/560/01/>).

One half grade will be taken for each day after the deadline. Planning ahead and turning work in early shows your professionalism. Emergency situations will be dealt with on a case by case level. All make-up assignments and exams that are not completed within one week of the original due date will result in a zero grade for that assignment or exam. Missed work due to hospitalization or illness must be validated via doctor’s note and submitted to me immediately upon return.

**OFFICE HOURS POLICY**

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**RELIGIOUS HOLIDAYS**

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*Office of Student Services & Advocacy*

486-3426 [www.ossa.uconn.edu](http://www.ossa.uconn.edu)

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| **Tentative Schedule\*** | | | | |
| Week | | Dates  (M,W,F) | Topics | Chapters Due | Assignments | |
| 1 | | January 23-25 | 🟑 Health Comm Research and why you should be involved  🟑Theory, Method and Application | 1 | Welcome! ☺  Course Intro | |
| 2 | | January 28-February 1 | 🟑 The Patient Experience  🟑 Factors Affecting the Patient | 2, 7 |  | |
| 3 | | February 4-8 | 🟑 Internet & eHealth | 15 | * Critique of a Health Communication Technology, App, or a PSA Assigned | |
| 4 | | February 11-15 | 🟑 Media Effects and Health | 13 |  | |
| 5 | | February 18-22 | 🟑 Risk and Crisis Communication | 16 | * Group project explained | |
| 6 | | February 25- March 1 | 🟑 Campaigns and Interventions | 14 | * Groups Assigned * Proposal draft | |
| 7 | | March 4-8 | 🟑 Mental Health and Illness | 10 | * Midterm review * **Midterm exam on Friday, March 8** | |
| 8 | | March 11-15 | 🟑 Risky Health Behaviors Among Adolescents and Young Adults | 9 | * Group project workshop | |
| 9 | | March 18-22 | SPRING RECESS | MC900370268[1] | *Have a nice break!* | |
| 10 | | March 25-30 | 🟑 Understanding Caregiver Challenges and Social Support Needs | 3 | * Group project workshop * **Group project proposal due March 30 via huskyct by 10 pm** | |
| 11 | | April 1-5 | 🟑 Socio-Cultural Factors in Health Communication | 8 | * Group Project Workshop | |
| 12 | | April 8-12 | 🟑 Providers’ Perspectives on Health Communication  🟑 Approaches to Studying Provider-Patient Communication | 4  5 |  | |
| 13 | | April 15-19 | 🟑 Ethical Issues in Health Communication | 11 | * Group Project Workshop | |
| 14 | | April 22-26 | 🟑 New Technologies in Health Communication | 12 | * Group Project Presentations | |
| 15 | | April 29-May 3 |  |  | * Group Project Presentations * Group Project Portfolio due May 3 * Final exam review | |
| 16 | | May 7-9 | **FINAL EXAM (TBA)** |  |  | |

\*This schedule is subject to change. In addition, I may provide you with more specific information about what material will be covered on which days. You are expected to attend class regularly to be notified of changes.

**COMM 3420: Health Communication**

Prospective W Syllabus

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**COURSE DESCRIPTION**

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You will also gain hands on research experience by completing a research literature review about a health topic of your choice.

Note: This is a W course, and as such all students must pass the writing portion of the course to pass the entire course. Full details on the research paper are provided at the back of this syllabus.

**TEXTBOOK**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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* Midterm: **20%**
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* Critique of a Health Communication Technology or Campaign: **15%**
* Research Paper Topic/Abstract: **5%**
* Research Paper Outline and Literature: **10%**
* Research Project Draft 1: **10%**
* Research Project Draft 2: **15%**
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**GRADING**

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* Journal of Health Communication http://www.tandf.co.uk/journals/titles/10810730.html
* Scholarly Professional Organizations
* International Communication Association http://www.icahdq.org/
* National Communication Association http://www.natcom.org/

**EXPECTATIONS FOR CLASSROOM BEHAVIOR**

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| 1 | | January 23-25 | 🟑 Health Comm Research and why you should be involved  🟑Theory, Method and Application | 1 | Welcome! ☺  Course Intro | |
| 2 | | January 28-February 1 | 🟑 The Patient Experience  🟑 Factors Affecting the Patient | 2, 7 | * Paper Topic/Abstract due. | |
| 3 | | February 4-8 | 🟑 Internet & eHealth | 15 | * Critique of a Health Communication Technology, App, or a PSA Assigned | |
| 4 | | February 11-15 | 🟑 Media Effects and Health | 13 |  | |
| 5 | | February 18-22 | 🟑 Risk and Crisis Communication | 16 |  | |
| 6 | | February 25- March 1 | 🟑 Campaigns and Interventions | 14 | * Paper Outline/Literature due. | |
| 7 | | March 4-8 | 🟑 Mental Health and Illness | 10 | * Midterm review * **Midterm exam on Friday, March 8** | |
| 8 | | March 11-15 | 🟑 Risky Health Behaviors Among Adolescents and Young Adults | 9 | * Writing workshop | |
| 9 | | March 18-22 | SPRING RECESS | MC900370268[1] | *Have a nice break!* | |
| 10 | | March 25-30 | 🟑 Understanding Caregiver Challenges and Social Support Needs | 3 | * Writing workshop * **Paper First Draft due March 30 via huskyct by 10 pm** | |
| 11 | | April 1-5 | 🟑 Socio-Cultural Factors in Health Communication | 8 | * Writing Workshop | |
| 12 | | April 8-12 | 🟑 Providers’ Perspectives on Health Communication  🟑 Approaches to Studying Provider-Patient Communication | 4  5 |  | |
| 13 | | April 15-19 | 🟑 Ethical Issues in Health Communication | 11 | * Writing Workshop | |
| 14 | | April 22-26 | 🟑 New Technologies in Health Communication | 12 |  | |
| 15 | | April 29-May 3 |  |  | * Research Paper Final Draft Due. * Final exam review | |
| 16 | | May 7-9 | **FINAL EXAM (TBA)** |  |  | |

\*This schedule is subject to change. In addition, I may provide you with more specific information about what material will be covered on which days. You are expected to attend class regularly to be notified of changes.

**WRITING ASSIGNMENT GUIDELINES**

**Overview**

Your major writing assignment for COMM 3420 should address research literature on a single topic related to health communication. This will be done in a semester long build and revise method.

*As per University Guidelines for W courses: “A student cannot pass a W course without earning a passing grade on its writing components.”*

**Guidelines**

* 15-page Standard Academic Literature Review on social media-related topic of interest

For the paper, you will choose a topic within health communication to research. Treat this like a professional paper, as this will be beneficial as a writing sample or future research/contribution to the field.

**References**

You’ll need to reference 8-10 sources on a relevant issue of your choosing. The articles must be from academic books or journals. The latter can be found in the main library, or any number of online resources, including the journals previously mentioned in this syllabus.

General education textbooks (e.g. Dominick’s *Introduction to Mass Communication*) do *not* count as scholarly sources, nor do periodicals (e.g., *TIME*). These may be used, but they will not be counted towards your 8-10 required peer-reviewed sources.

Please *do not* use meta-analyses or entire books for this assignment. Articles that merely review a book on a subject are also *not* acceptable choices.

**Acceptable Topic Areas**

You may review any health communication related topic, so long as (1) all references address the same topic, which should be narrowly defined, and (2) academic sources are relatively timely (i.e., published within the last decade or two). Think of your personal interests and course content when choosing a topic. Any topical heading appearing on the syllabus would be appropriate for study, but feel free to address other dimensions of communication messages or effects as well. Once you've selected a topic area, consult the course text for possible research sources.

Overly broad topics (e.g., “Smoking messages in advertising”) should be avoided. Be very specific with your focus (e.g. “Effects of smartphones on individuals’ tracking of vital health statistics”). Take care to delimit your topic to one focal area.

Also, remember to focus on health communication-related issues. A review of “classical Greek literature” would not be appropriate for this course. I’d be happy to help you identify workable topic areas and recommend sources during the next week or so. Remember to utilize the Communication Sciences librarian, Dawn Cadogan, as a resource as well.

**Assignment Descriptions**

Each submission requires something specific to be considered a completed draft. All submissions should follow APA guidelines.

*Paper Topic and Abstract*

This should be a one page abstract/proposal that outlines what topic you would like to do, what method you would like to use, and why this topic and method is appropriate for this assignment.

*Paper Outline and Reference List*

This submission should include a fully realized outline of the topic and argument you are presenting. In-text citations should be used where appropriate, and there should be a full APA References page included at the end. Claims should be made in full sentences, but backup information can be bullet points. A clear thesis should also be made early in the paper. Section headers should be appropriate to the type of writing.

*First Draft of Full Paper*

This submission should be a complete draft of the paper. Feedback will be given with careful attention to content and style. Be sure to include a cover letter that reports what you are most concerned with or are having trouble with so that I can focus my feedback on addressing your concerns.

*Final Submission*

This is the final draft of your paper and should be uploaded to HuskyCT by 5pm on the final exam date.

**Assignments and Submission Format**

There will be four submissions throughout the semester. This process is designed to build the complete 15 page final submission. The writing will be done in stages with an emphasis on revision.

**Please submit your assignment electronically via HuskyCT, *by 11:59p.m.* by the due date.** *Do not send via email.* No paper copies accepted.

Writing assignments are to be turned in electronically, with a cover letter, to me **via HuskyCT.** Submit your paper ***as an attachment*** within the assignment tab. Your paper must be submitted in one of the following formats: a Word document (.doc or .docx), or a PDF. Simply cutting and pasting your paper into the submission box in HuskyCT will not keep your formatting (which is one of the things you are being graded on). If you are having problems with HuskyCT, email me the file immediately, so as to avoid any late penalties. **Files submitted after the deadline due to technical issues will still incur a late penalty.**

When you submit your ***first and final drafts*** you need to include a cover letter (the cover letter can either be a second, separate Word document or you can make it the first page of your assignment). Each draft requires a cover letter. A template of how to word the cover letter for your initial draft submission and for your revised submissions are below.

Template of Cover Letter **for a Draft**:

Dear Professor,

In this draft I am trying to....

I think that the strongest parts of the draft are.... And what I struggled with most was....

My top two priorities for revising are....

Other things that I know I need to work on include...

Questions I have for you at this stage are...

Sincerely,

[your name]

I will use this information in your cover letter to help me better review and critique your assignment. For example, if you know your article summaries are not as strong as your analysis of the articles’ conclusions, then I will know to give you more directed feedback about analyzing articles for a literature review.

When you *resubmit* your paper, you will write **another** cover letter:

Template of Cover Letter **for a Final Paper:**

Dear Professor,

In this paper I am trying to...

In my first draft I…

Given the feedback I received on that draft, I decided to... because…

For this final draft I concentrated most of my efforts on… because…

What I struggled with most was...

If given more time, I would work on…

I think that the strongest parts of the final essay are…

Other things you may want to keep in mind as you read this essay are…

Sincerely,

[your name]

***Revise Major/Minor***

**2020-169 COMM Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 3/17/2020

2. Department or Program: Communication

3. Title of Major: Communication

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall, 2021 (students entering UConn for AY 21-22 should be the first formally impacted by these changes.)

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: Restructuring of Major Requirements following restructuring of course numbers and pre-requisites.

# Existing Catalog Description of Major

**COMMUNICATION (BA)**

The Department of Communication offers an undergraduate major in Communication. The Communication major is designed to educate students about the social science of communication and introduce them to careers involving communication.

The major examines communication at multiple levels of society and in different settings, including interpersonal, nonverbal, organizational, intercultural, and international communication, as well as through different media, such as mass media, social media, and other new communication technologies. Training in the basic theories, principles, best practices, and current research methods of communication can qualify students for a variety of communications and media industry positions in business, advertising, public relations, marketing, digital media production, government/politics, and promotion.

The Communication Department offers applied and theory courses:

* Applied courses emphasize the development of professional skills. Applied courses include the following: [COMM 2100](https://catalog.uconn.edu/COMM/#2100), [2110](https://catalog.uconn.edu/COMM/#2110), [2940](https://catalog.uconn.edu/COMM/#2940), [4800](https://catalog.uconn.edu/COMM/#4800), [4820](https://catalog.uconn.edu/COMM/#4820), [4940](https://catalog.uconn.edu/COMM/#4940), [4991](https://catalog.uconn.edu/COMM/#4991), and [4992](https://catalog.uconn.edu/COMM/#4992). Applied courses are optional, although they are highly recommended for a variety of career paths.
* Theory courses provide the foundational concepts and principles for the study of communication. A strong theoretical base prepares students to adapt to future changes in the communication landscape. Theory courses constitute the remaining COMM courses at the 2000 level or above, including the Core courses and [COMM 3000Q](https://catalog.uconn.edu/COMM/#3000Q).

A major in Communication requires completion of the following:

1. Introductory courses: [COMM 1000](https://catalog.uconn.edu/COMM/#1000), [1100](https://catalog.uconn.edu/COMM/#1100), and [1300](https://catalog.uconn.edu/COMM/#1300). Students in the Communication major should complete these courses by the end of sophomore year, if possible.
2. Total credits of upper division communication courses: Students must complete a minimum of 24 credits in Communication at the 2000 level or above (typically eight COMM courses). Note that many students take more than the minimum of 24 credits in communication, which may consist of additional theory and/or applied classes.
3. Research methods: [COMM 3000Q](https://catalog.uconn.edu/COMM/#3000Q). Students double majoring in Psychological Sciences and Communication may substitute [PSYC 2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ) for [COMM 3000Q](https://catalog.uconn.edu/COMM/#3000Q), but will need to complete a third elective course in Communication to meet the minimum of 24 credits of upper-level Communication courses required for the major (see number 7).
4. Writing-intensive course: At least one W course in the major.
5. Core courses: At least two of the following Core courses: [COMM 3100](https://catalog.uconn.edu/COMM/#3100), [3200](https://catalog.uconn.edu/COMM/#3200), [3300](https://catalog.uconn.edu/COMM/#3300)
6. Theory courses: At least two additional theory courses. If students take a third core communication course, it will count toward this requirement. (Applied courses do not count toward this requirement.)
7. Electives: Two more applied or theory courses at a minimum, in order to complete the minimum of 24 credits in communication.
8. Related Group Requirement: Students must complete an additional 12 credits of coursework outside of Communication at the 2000 level or above. The department maintains a list of courses pre-approved as satisfying the related requirement (see the department website). Courses that do not appear on the list must be approved by a Communication advisor.

### Internship

All students are encouraged to do at least one internship ([COMM 4991](https://catalog.uconn.edu/COMM/#4991)). Internships can be taken during the academic year or summer. Students must have completed 12 credits in Communication courses at the 2000 level or above to be eligible to register for the course and receive internship credit. An internship taken for three credits counts as one applied class.

### Undergraduate Research

The Department encourages students to participate in its research activities, such as the research practicum ([COMM 4992](https://catalog.uconn.edu/COMM/#4992)).

### Information Literacy

To satisfy the information literacy competency, all students must pass [COMM 1000](https://catalog.uconn.edu/COMM/#1000), [1100](https://catalog.uconn.edu/COMM/#1100), and [3000Q](https://catalog.uconn.edu/COMM/#3000Q). Other courses that will further enhance competency in information literacy include [COMM 1300](https://catalog.uconn.edu/COMM/#1300), [3100](https://catalog.uconn.edu/COMM/#3100), [3103](https://catalog.uconn.edu/COMM/#3103), [3200](https://catalog.uconn.edu/COMM/#3200), [3300](https://catalog.uconn.edu/COMM/#3300), [3321](https://catalog.uconn.edu/COMM/#3321), [3400](https://catalog.uconn.edu/COMM/#3400), [3450](https://catalog.uconn.edu/COMM/#3450), [3600](https://catalog.uconn.edu/COMM/#3600), [4089](https://catalog.uconn.edu/COMM/#4089), [4100](https://catalog.uconn.edu/COMM/#4100), [4120](https://catalog.uconn.edu/COMM/#4120), [4220W](https://catalog.uconn.edu/COMM/#4220W), [4230](https://catalog.uconn.edu/COMM/#4230), [4320](https://catalog.uconn.edu/COMM/#4320), [4330](https://catalog.uconn.edu/COMM/#4330), [4410W](https://catalog.uconn.edu/COMM/#4410W), [4450W](https://catalog.uconn.edu/COMM/#4450W), [4451W](https://catalog.uconn.edu/COMM/#4451W), [4460](https://catalog.uconn.edu/COMM/#4460), [4500](https://catalog.uconn.edu/COMM/#4500), and [4620](https://catalog.uconn.edu/COMM/#4620).

### Writing courses

To satisfy the writing in the major requirement, students must pass at least one course from [COMM 2310W](https://catalog.uconn.edu/COMM/#2310W), [4220W](https://catalog.uconn.edu/COMM/#4220W), [4410W](https://catalog.uconn.edu/COMM/#4410W), [4450W](https://catalog.uconn.edu/COMM/#4450W), [4451W](https://catalog.uconn.edu/COMM/#4451W), [4660W](https://catalog.uconn.edu/COMM/#4660W), [4930W](https://catalog.uconn.edu/COMM/#4930W), [4996W](https://catalog.uconn.edu/COMM/#4996W), or any 2000-level or above W course approved for this major. For students interested in media and public relations careers, journalism courses are recommended for additional writing competency.

### Minor in Communication

A minor in [Communication](https://catalog.uconn.edu/minors/communication/) is described in the Minors section.

### Double majors and dual/multiple degrees

Students are encouraged to meet with a Communication advisor to discuss ways to integrate a major in Communication with other majors and degrees

# Proposed Catalog Description of Major

**COMMUNICATION (BA)**

The Communication major leads to a bachelor of arts degree. The major examines communication at multiple levels of society and in different settings, including interpersonal, nonverbal, organizational, intercultural, and international communication, while also considering the roles of media and technology in communication processes. Training in the basic theories, principles, best practices, and current research methods of communication can qualify students for a variety of communications and media industry positions in business, advertising, public relations, marketing, digital media production, government/politics, and promotion.

The department of Communication offers courses that span the discipline, enabling students to acquire breadth and depth in their education and training.  A variety of focal areas are identified in the COMM curriculum, and students may focus their coursework in one or more of these areas to further their academic and professional goals.  Across the curriculum, courses are numbered to reflect these focal areas:

* X100: Professional Communication (e.g. COMM 2100, 3110, 3120w)
* X200: Interpersonal Communication (e.g. COMM 2200, 3222, 4200)
* X300: Media Effects and Audiences (e.g. COMM 2300, 3310w, 4300)
* X400: Communication in Context (e.g. COMM 3410, 3420, 3430)
* X500: Persuasion and Promotion (e.g. COMM 2500, 3510, 4530w)
* X600: Communication Technology (e.g. COMM 2600, 3600, 4640)
* X700: Multimedia Production (e.g. COMM 2700, 3700, 4710)

Requirements   
Students majoring in Communication must complete the following:

1. Introductory courses: [COMM 1000](https://catalog.uconn.edu/COMM/#1000), and [1100](https://catalog.uconn.edu/COMM/#1100). These courses should be completed by the end of sophomore year, if possible.
2. A minimum of 30 credits in Communication at the 2000 level or above (typically 10 COMM courses). Note that many students take more than the minimum of 30 credits in communication, choosing to expand their learning in one or more areas in the discipline.  These 30 credits must include the following:
   1. Core courses: At least four of the following Core courses: COMM 2100, 2200, 2300, 2500, 2600.  Core courses introduce students to the range of work within the discipline.
   2. Research methods in Communication: [COMM 2000Q](https://catalog.uconn.edu/COMM/#3000Q). Students double majoring in Psychological Sciences and Communication may substitute [PSYC 2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ) for [COMM 2000Q](https://catalog.uconn.edu/COMM/#3000Q), but will need to complete an additional elective course in Communication to meet the minimum of 30 credits of upper-level Communication courses required for the major.
   3. Writing-intensive course: At least one W course in Communication.
   4. Three credits in Immersion courses:  All Communication majors complete at least three credits across one or more immersion courses:  COMM 4799, 4979, 4981, 4982, 4996, 4997w, 4999. Immersion courses provide students an opportunity to pursue research, experiential, and professional development within the field.
   5. Electives: Three more communication courses at a minimum, in order to complete the minimum of 30 credits in communication.
3. Related Group Requirement: Students must complete an additional 12 credits of coursework outside of Communication at the 2000 level or above. The department maintains a list of courses pre-approved as satisfying the related requirement (see the department website). Courses that do not appear on the list must be approved by a Communication advisor.

### Internship

All students are encouraged to complete an internship ([COMM 4981](https://catalog.uconn.edu/COMM/#4991)). Internships can be taken during the academic year or summer, and suffice the Immersion course requirement for the major. Students must have completed 12 credits in Communication courses at the 2000 level or above to be eligible to register for the course and receive internship credit.

### Undergraduate Research

The Department encourages students to participate in its research activities:

* The research practicum ([COMM 4982](https://catalog.uconn.edu/COMM/#4992)) is designed to allow students to participate in ongoing departmental research and learn about conducting research in the discipline.
* Students who wish to design and conduct their own projects can enroll in Undergraduate Research (COMM 4996) with the supervision of a faculty member.
* Honors students may complete a Senior Thesis (COMM 4997w) on a topic of their choosing with the support of their honors thesis advisor.

Each research course is particularly helpful preparation for graduate work in the field of Communication.

### Writing courses

To satisfy the writing in the major requirement, students must pass at least one 3000-level or above W course approved for this major. A number of W courses are available to meet this requirement, including (but not limited to) COMM 3120W, 3222W, 3310W, 3410W, 3610W, 4200W, 4300W, and 4530W.  For students interested in media and public relations careers, journalism courses are recommended for additional writing competency.

### Information Literacy

To satisfy the information literacy competency, all students must pass [COMM 1000](https://catalog.uconn.edu/COMM/#1000), [1100](https://catalog.uconn.edu/COMM/#1100), and [2000Q](https://catalog.uconn.edu/COMM/#3000Q). An education in communication is inextricably linked to information literacy, so students exploring further coursework within the major will continue to develop their information literacy competency. 

Minor in Communication

A minor in [Communication](https://catalog.uconn.edu/minors/communication/) is described in the Minors section.

### Double majors and dual/multiple degrees

Students are encouraged to meet with a Communication advisor to discuss ways to integrate a major in Communication with other majors and degrees

# Justification

1. Reasons for changing the major: Following a Provost’s level self-study and external review, the Department of Communication approved a significant restructuring of our course offerings, numbering, and pre-requisites to provide better clarity to our students. This change aligns the major with our updated vision for the program – namely, a balance of research and experiential course offerings, specialization opportunities clearly delineated across a number of sub-fields, and a true scaffolding of learning across all four levels of undergraduate coursework.

2. Effects on students: These changes will encourage students to explore various sub-areas of the field of communication if they so choose, and provides better clarity about the discipline that the major represents. The removal of an outmoded “theory vs. applied courses” dichotomization also should encourage students to gain practical experiences within the discipline, and the inclusion of immersion credits grows explicitly out of our recent Provost’s-level External Program Review, as an opportunity to ensure that all COMM graduates participate in at least one course that will encourage them to develop their practical skills in professional work, research, or creative production. In short, we’ve vetted these changes with our faculty, department administration, and advising staff and see nothing but positive outcomes for our future undergraduates.

3. Effects on other departments: We anticipate no significant effects on other departments from these changes.

4. Effects on regional campuses: We anticipate no significant effects on regional campuses; the changes here reflect the expansion of our discipline at the Stamford campus, and none of the changes materially effect the small number of courses we teach in Hartford and at Avery Point.

5. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee: January 28, 2020 (Undergraduate Studies Committee)

    Department Faculty: March 11, 2020

6. Name, Phone Number, and e-mail address of principal contact person:

Stephen Stifano

Director of Undergraduate Studies

[Stephen.stifano@uconn.edu](mailto:Stephen.stifano@uconn.edu); 401-323-4652

**2020-170 COMM Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 3/17/2020

2. Department or Program: Communication

3. Title of Minor: Communication

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall, 2021 (students entering UConn for AY 21-22 should be the first formally impacted by these changes.)

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: Restructuring of Minor Requirements following restructuring of course numbers and pre-requisites.

# Existing Catalog Description of Minor

Students wishing to complete this minor must take at least 15 2000-level or above credits in COMM courses. Selected courses must include:

1. [COMM 3000Q](https://catalog.uconn.edu/COMM/#3000Q) or equivalent research methods course. If an equivalent research methods course is used, 15 credits in 2000-level or above COMM courses are required.
2. At least two from the following Core courses: [COMM 3100](https://catalog.uconn.edu/COMM/#3100), [3200](https://catalog.uconn.edu/COMM/#3200), and [3300](https://catalog.uconn.edu/COMM/#3300). Students are encouraged to take all three core courses.
3. Only one course (3 credits) can be an Applied course from the following list: [COMM 4800](https://catalog.uconn.edu/COMM/#4800), [4820](https://catalog.uconn.edu/COMM/#4820), [4940](https://catalog.uconn.edu/COMM/#4940), [4991](https://catalog.uconn.edu/COMM/#4991), [4992](https://catalog.uconn.edu/COMM/#4992). Students are not required to have any applied courses and are allowed to take any of the Communication Theory courses to fulfill the minor requirement.
4. The Communication Advisor’s permission is needed for [COMM 4995](https://catalog.uconn.edu/COMM/#4995), [4998](https://catalog.uconn.edu/COMM/#4998). These courses are not required.

Students in this program do not receive priority registration for Communication courses. The minor is offered by the Communication Department. The minor Plan of Study form is available in the Arjona Building, Room 245 or from the [Communication Department website](http://comm.uconn.edu/comm-minor/).

# Proposed Catalog Description of Minor

Students wishing to complete this minor must take at least 15 2000-level or above credits in COMM courses. Selected courses must include:

1. [COMM 2000Q](https://catalog.uconn.edu/COMM/#3000Q) or equivalent research methods course. If an equivalent research methods course is used, 15 credits in 2000-level or above COMM courses are required.
2. At least two of the following Core courses: COMM 2100, 2200, 2300, 2500, and 2600. Students are encouraged to take three or more core courses.

Students in this program do not receive priority registration for Communication courses. The minor is offered by the Communication Department. The minor Plan of Study form is available in the Arjona Building, Room 245 or from the [Communication Department website](http://comm.uconn.edu/comm-minor/).

# Justification

1. Reasons for changing the minor: Following a Provost’s level self-study and external review, the Department of Communication approved a significant restructuring of our course offerings, numbering, and pre-requisites to provide better clarity to our students. This change aligns the minor with our updated vision for the program – namely, a balance of research and experiential course offerings, specialization opportunities clearly delineated across a number of sub-fields, and a true scaffolding of learning across all four levels of undergraduate coursework.

2. Effects on students: These changes will encourage students to explore various sub-areas of the field of communication if they so choose, and provides better clarity about the discipline that the minor represents. The removal of an outmoded “theory vs. applied courses” dichotomization also should encourage students to gain practical experiences within the discipline. In short, we’ve vetted these changes with our faculty, department administration, and advising staff and see nothing but positive outcomes for our future undergraduates.

3. Effects on other departments: We anticipate no significant effects on other departments from these changes.

4. Effects on regional campuses: We anticipate no significant effects on regional campuses; the changes here reflect the expansion of our discipline at the Stamford campus, and none of the changes materially effect the small number of courses we teach in Hartford and at Avery Point.

5. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee: January 28, 2020 (Undergraduate Studies Committee)

    Department Faculty: March 11, 2020.

6. Name, Phone Number, and e-mail address of principal contact person:

Stephen Stifano

Director of Undergraduate Studies

[Stephen.stifano@uconn.edu](mailto:Stephen.stifano@uconn.edu); 401-323-4652