Regent University Mission Statement:
Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a Biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

School of Communication & the Arts Mission Statement:
To prepare emerging and established Christian leaders to inspire, enrich and transform the media, the arts, and the academy through excellence and innovation in scholarship and practice.

**COURSE SYLLABUS**

**SCHOOL OF COMMUNICATION & THE ARTS**  
**DEPARTMENT OF STRATEGIC COMMUNICATION & JOURNALISM**

**COM 504-01**  
**INTRODUCTION TO GRADUATE COMMUNICATION**  
**SPRING 2012**  
**COURSE TYPE: DISTANCE**

**MEETING LOCATION: ONLINE**  
**MEETING TIME: BY APPT.**

**COURSE INSTRUCTOR:** DR. TERILYN J. GOINS (Doc G)

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.
SECTION 1 – COURSE OVERVIEW

INSTRUCTOR INFORMATION:
Instructor: Dr. Terilyn J. Goins (Doc G)
Telephone: 757-352-4221
Fax: 757-352-4291
E-mail: tgoins@regent.edu

Place this in the subject line of your email: LastName_FirstName_COM504-01.
Note: All students are required to keep their mailing address, e-mail address, and telephone numbers up to date in GENISYS to facilitate communication between instructors and students.

Office Hours: by appointment
Office Location: online
Best time to contact me: anytime via email

SHORT BIO
My B.S., M.A. and Ph.D. are all in the field of Communication Studies and I have been a professor for the past 22 years. I have been with Regent since 2009. Prior to that, I was a full time professor at Christopher Newport University for 16 years, 13 in Communication Studies and three in Leadership Studies, and I served as the chair of Communication Studies for three years. My primary research interests are in the scholarship of teaching and gender communication. I'm particularly interested in the way we frame our reality through our language and ways in which our culture defines women and men based on their biological rather than psychological makeup.

COURSE DESCRIPTION
This on-line self-paced prerequisite course is required of all M.A. students that do not have a bachelor's degree in communication or journalism. The course does not count toward the degree requirements. The course is an overview of the historical roots, methodological groundings and present state of the communication field with particular attention to its specialized vocabulary, important writers and works and significant scholarly journals.

Theme Scripture:
Eccl. 3:1 To everything there is a season and a time to every purpose under heaven.

INTEGRATION OF FAITH
C.S. Lewis, in his landmark essay, “Learning in War Time,” noted “If all the world were Christian, it might not matter if all the world were uneducated. However, as it is, a cultural life will exist outside the Church whether it exists inside or not. To be ignorant and simple now – not to be able to meet the enemies on their own ground – would be to throw down our weapons, and to betray our uneducated brethren who have, under God, no defense but us against the intellectual attacks of the heathen. Good philosophy must exist, if for no other reason, because bad philosophy needs to be answered. The cool intellect must work not only against cool intellect on the other side, but against the muddy heathen mysticism which deny intellect altogether...The learned life then is, for some, a duty.”

Faith informs knowledge as premises inform conclusions. All thought is founded on sets of presuppositions that will lead inevitably to ends. The psalmist says, “As a man thinks in his heart, so is he.” The soundness of our conclusions will be determined by the veracity of our presuppositions. Therefore, it is important that Christian scholars not think that they must abandon presuppositions in order to achieve some chimerical objectivity and advance in the academy. Worse, it is a lie. The scholar will not abandon presuppositions in any case; instead, one set will merely be substituted for another. G.K. Chesterton, in All is Grist, explained, “The whole point of education is that it should give a man abstract and eternal standards by which he can judge material and fugitive conditions.” By integrating faith and
learning, we can bring the eternal into the temporal, allowing us to “test the spirits” and to “hold fast to what is true.”

SECTION 2 – COURSE EXPECTATIONS

COURSE OUTCOMES
Upon completion of this course, students should be able to:

- Distinguish between the various concentrations within the field of communication.
- Demonstrate in a short paper assignment an understanding of the transmission models of communication.
- Demonstrate in a short paper assignment a grasp of the taxonomy of verbal and non-verbal communication.
- Demonstrate in a short paper assignment knowledge of the different foundations of interpersonal, organization, and small group communication and mass media theories.
- Demonstrate in a short paper assignment how communication research is conducted.

REQUIRED MATERIALS
Students are responsible for acquiring the following books and materials for this course before the first class meeting:


Note: The School has partnered with the Regent Bookstore to have textbooks available for purchase for all students, including distance students. Items may be ordered using the secured online catalog found at www.regentbookstore.net.

- Daily access to the Internet and email
- Microsoft Office (Word, Excel, PowerPoint, etc.) version 2007 or later.
- The latest version of a web browser compatible with Blackboard and media players. For assistance, visit the links provided in the Helpful Resources section of the course in Blackboard or contact IT Helpdesk via their website, phone at 757-352-4076, or email helpdesk@regent.edu.
- Additional materials (e.g., PowerPoint files, quizzes, media, and the like) may be provided via Blackboard. Students are responsible for the information and materials distributed in class and on Blackboard (see “Use of Blackboard” below for more information).
- Understand and adhere to the Regent Honor Code found in the Student Handbook. A persistent link can also be found in Blackboard’s “RU Resources” tab.

Recommended Course Materials:

Here is an excellent introductory text to the field of communication:

- Other resources such as writing style guides, Blackboard tutorials, University policies, IT Helpdesk, and information may be accessed via the “RU” and “Helpful Resources” tabs in Blackboard as well as in the Helpful Resources section of this course.
USE OF BLACKBOARD
Blackboard will be used to aid communication and delivery of extemporaneous and other content as the semester progresses. We may also utilize the Discussion Board to extend our in-class discussions. Participation in Blackboard does not supplant course requirements for attendance or class participation. Therefore, while access to and use of Blackboard is required for this course, it should not be seen as a surrogate for class attendance or other course requirements. Also, please keep the following in mind:

- All discussion posts should be scholarly in nature and respectful of colleagues.
- Students are expected to check the Announcements section of Blackboard each week beginning one week before the start of the course.
- Students must keep their e-mail address current in Genisys in order to receive communications from Blackboard and the instructor. Students are expected to check their Regent e-mail daily to ensure timely receipt of messages from the professor.

ATTENDANCE AND PARTICIPATION
Attendance and active participation is required in order to complete this course. Class participation is essential for satisfactory academic achievement. Students are responsible for knowing and meeting all course requirements including tests, assignments and dialogue participation. It is left to the individual faculty member to evaluate each student's record of attendance in arriving at a final grade.

1. Attendance and Participation: Your attendance and participation are important means by which the instructor may assess your skills, quality of thought, and growth as a student. The attendance policy and procedures are described below. When applicable, requirements for your participation in Blackboard discussions—important both for your learning and for your instructor's evaluation of your progress in the course—are described below (see “Requirements regarding Blackboard Discussions”).
2. Assignments: Pay close and timely attention to reading assignments and other assigned work posted in the syllabus and Blackboard. You are responsible for preparing assigned readings carefully by the date listed on the schedule below and to complete tests, projects, and other assignments by the date listed. Out of fairness to all, late assignments are penalized as described below under “Late Assignments.”
3. Policies and Procedures: Carefully follow course policies and procedures regarding writing, academic honesty, submission of assignments, formatting, and other matters, as specified below or through Blackboard. Since following directions is a crucial skill for university graduates—and since the smooth operation of our course depends on all of us meeting each other's expectations—adherence to policies can positively or adversely affect a student's grade.
4. Writing: All papers and essays at Regent University must follow the writing style format required by the degree specialty for which they are being written. The writing style to be used in this course is APA.
5. Course Completion/Incompletes: All courses require extensive engagement (with other students, the instructor, and with the course materials) as well as timely completion of assignments. Many assignments are due weekly. Thus, keeping up with the schedule is essential to your success. Some work is difficult or even impossible to make up (such as discussion with others), so you must plan your schedule carefully. Be sure you can complete this course in the scheduled period. Grades of "Incomplete" will be granted only for true emergency situations, not for poor planning. The policy for grades of "Incomplete" can be found in the School of Graduate Studies Catalog, found online.
6. Blackboard: Students are expected to check the Announcements section of Blackboard each week beginning one week before the start of the course. Students must keep their e-mail address current in Blackboard; they are expected to check their Regent e-mail daily to ensure timely receipt of messages from the professor.
7. **Internet and Software:** You must have continuous access to a working and dependable Internet provider as well as reliable e-mail software that can send and receive attachments. You must also have access to Microsoft Word 2000 or later for writing assignments. Additional software requirements for this course are listed under REQUIRED COURSE MATERIALS above.

**Note:** International students should consult the Office of International Student Services before registering for a Distance or Modular course.

**SUBMISSION OF ASSIGNMENTS**

Unless otherwise instructed, all assignments for this course must be submitted via the “Assignment Link” found in Blackboard. **All files should be submitted using the following naming convention:**

```
YourName_AssignmentName (e.g. John Smith_Essay 1)
```

Papers should be in MS Word format (.doc) compliant with the APA writing style guide.

The assignments for this course will consist of a series of ten short papers. I know that some students believe that more words are better, but please adhere to the word restrictions. If you find yourself going over, edit the paper until you are in the proper range. Learning to "write short" is a valuable skill.

These papers often require you to summarize your learning. Make sure you cite sources prolifically, but be sure to paraphrase as much as possible. Learning takes place more efficiently when you know how to put another’s ideas in your own words. Rearranging clauses in a sentence or adding a word here and there does not constitute paraphrasing – but, rather, constitutes plagiarism. Here is a good web page to read on paraphrasing: http://owl.english.purdue.edu/owl/resource/619/01/

You may complete these papers as quickly as you like, but they must be submitted in the order indicated. Please pay attention to the quality of your submission. I expect these short papers to meet the same quality standard for writing that I would expect from any graduate-level research paper.

Read all assignments carefully. Papers are required to contain certain elements, and your papers must conform to the assignment in order for you to receive a passing grade on the papers.

All essays written for this class must be double-spaced, formatted with Times New Roman, 12 point font, 1” margins all around, and adhere to the Publication Manual of the American Psychological Association (6th ed.) I am a stickler when it comes to structure, so please adhere to these organizational guidelines:

I. **Introduction**
   a. Get attention
   b. State thesis (one concisely stated declarative sentence that encompasses the essence of your essay – answers the question of what is being discussed)
   c. Preview specifically what you will discuss in the body of your essay – answers the question of how you will address the content (i.e., first, second, third, etc.).

II. **Body**
   a. Discuss previewed point one
      i. Transition to point two – tie together points one and two
   b. Discuss previewed point two
      i. Transition to point three – tie together points two and three
   c. Discuss previewed point three
      i. Transition to conclusion

III. **Conclusion**
   a. Review what you’ve discussed
   b. Restate thesis
c. Offer concluding remarks for further consideration

I expect you to use headings and subheadings in your essays. So, at the least, you will have five headings, as noted above, and whatever subheadings are appropriate to the content discussed in the body of your paper (e.g., Heading: Feminist Critique of Biblical Language; subheading: Biblical references of women). Follow APA guidelines for heading format.

Additionally, I expect you to use gender inclusive rather than exclusive language in your writing. You can do this in one of three ways:

1. Use plurals – preferred method
2. Use she/he, he/she – least recommended

Finally, EVERY written assignment, to include online discussion boards, must integrate support from three areas: Scripture, course material, and external scholarly research in the form of scholarly peer reviewed journals.

NOTE: In APA, you should not have headings labeled “Introduction” or “Body.”

Unless otherwise stated in Blackboard, no assignment will be accepted if submitted via any method other than Blackboard. Assignments are due no later than 11:59 pm on Sunday. It is recommended that students give themselves a buffer of time before the deadline to allow for trouble-shooting should your upload attempt fail. Students should look at the assignment submission page to verify that the submission was successful.

Late Assignments

While you may complete your papers as early as you like, all scheduled written assignments are due by 11:59 PM Eastern Standard Time by the deadline dates indicated on the syllabus. All assignments turned in after that time will be considered late. All late assignments will receive a deduction of one letter grade. No work will be accepted four days after the deadline. Late assignments will be graded without comment – if you are looking for feedback, please submit your work on time.

Extensions

Unless stated by the professor, all assignments are due no later than the date stated in the syllabus. Late assignments will be graded down one letter grade unless the student has an approved extension. Except in cases of emergency, requests for extensions must be made to the instructor, at least twenty-four hours before the assignment is due. Be prepared to defend your reason as to why you need the extension.

NOTE: Technical difficulties when submitting to Blackboard will not be accepted unless documented by the IT Help Desk. The IT Help Desk is your first point of contact for problems with Blackboard. Deadline extensions will be allowed only when a system issue occurring on Blackboard’s side is documented by Regent University IT department.

METHOD OF EVALUATION

The final grade for the course will reflect mastery of course content and quality of thought as expressed in:

The final grade for the course will reflect mastery of course content and quality of thought. Each of the ten written assignments is worth 100 points, with a 1000-point total for the course, as indicated below:

<table>
<thead>
<tr>
<th>Assignment 1 Essay</th>
<th>100 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 2 Essay</td>
<td>100 pts</td>
</tr>
<tr>
<td>Assignment 3 Essay</td>
<td>100 pts</td>
</tr>
<tr>
<td>Assignment 4 Essay</td>
<td>100 pts</td>
</tr>
</tbody>
</table>
Assignment 5 Essay  100 pts
Assignment 6 Essay  100 pts
Assignment 7 Essay  100 pts
Assignment 8 Essay  100 pts
Assignment 9 Essay  100 pts
Assignment 10 Essay  100 pts
Total Points  1000 pts

ASSIGNMENTS

From Griffin Part 1

1. Read Chapters 1-4 and then in a 500-700 word essay, compare and contrast objective and interpretive approaches to communication. Identify and very briefly explain one tradition that is grounded in each approach.

2. Read Chapters 1-4 and then in a 500-700 word essay, explain how a social scientist (objective) and a rhetorician (interpretive) might try to figure out how a politician’s speech “worked.” Feel free to look at any speech on YouTube for your example.

From Griffin Part 2

3. Write a 400-700 word essay in which you compare and contrast two of the interpersonal theories from chapters 5-8. Identify each theory and briefly define them, then explain their similarities and distinctions.

4. Write a 400-700 word essay in which you compare and contrast two of the theories from chapters 9-14. One of the theories should come from the Relationship Development section, and the other from the Relationship Management section. Identify each theory and briefly define them, then explain their similarities and distinctions.

5. Write a 400-700 word essay in which you compare and contrast two of the theories on Influence from chapters 15-17. Identify each theory and briefly define them, then explain their similarities and distinctions.

From Griffin Part 3

6. Write a 400-700 word essay in which you compare and contrast Group Communication with Organizational Communication. In your essay, identify and briefly explain one theory from each camp.

7. Using the information in Chapter 22-23, watch a public speech from a politician, pastor, or other notable person that is at least 10 minutes in length, and then, in 500-700 words, evaluate their presentation using either: 1) the five canons of rhetoric (define each canon before using it). In the “invention” canon, be sure to include evaluation of the three types of appeals OR 2) Burke’s Dramtistic Pentad.

From Griffin Part 4

8. Write a 500-700 word essay in which you compare and contrast one of the theories from chapters 25-27 with one from chapters 28-30. Identify each theory and briefly define them, then explain their similarities and distinctions.

From Griffin Part 5

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9. Write a 400-700 word essay in which you compare and contrast Communication Accommodation Theory with Face-Negotiation Theory. Briefly define each, and then explain their similarities and distinctions.

10. Write a 400-700 word essay in which you identify which of the two theories: Genderlect or Muted Group is more powerful and/or persuasive. Give at least 3 reasons for your conclusion. Back your reasons with evidence and/or analysis.

Class Participation

This self-paced class requires you to complete assigned readings and write short papers based on those readings. Although you can move through the material as quickly as you would like, you must complete the material NO LATER than the deadlines established in the course outline below. Therefore, technically, you could complete this class by the end of September, if you are motivated to do so, but you cannot submit a batch of papers at the end of class. We will not be having online discussions in this class but will use some discussion forums for other purposes such as introductions and posting materials related to our readings.

Written Work

This course has a dual purpose. It is designed to introduce you to the broad field of communication, but it is also structured in such a way as to critique and improve your writing skills to make certain that they are at a level commensurate with graduate studies. All papers are to be thoroughly proofread. Five or more significant spelling or grammatical errors in a single paper will cause that paper to be returned to the student without additional comment. Please make this process smooth by carefully proofreading your papers before they are submitted.

Read all assignments carefully. Papers are required to contain certain elements, and your papers must conform to the assignment in order for you to receive a passing grade on the papers.

GRADING

The following grading scale will be used (Note: this is probably a different scale than you are used to so please pay careful attention to how you might achieve your goal grade):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Score</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>93-95</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>90-92</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>85-89</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>81-84</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>78-80</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>75-77</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>71-75</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>68-70</td>
<td>1.33</td>
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<td>0-59</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Regent University, COM 504 Course Syllabus
SECTION 3 – SCHEDULE AND EVALUATION

COURSE SCHEDULE

The schedule below includes the due dates for all assignments in this course. It is recommended that you place this Course Schedule in a convenient place and refer to it each week of the course. You need to follow it closely, as late assignments may be subject to a grade reduction.

Monday marks the beginning of the week for this course. Therefore, unless otherwise stated in Blackboard, assignments for each week must be submitted no later than Sunday, 11:59 pm (EST) of each week.

Week 1: January 7 to January 13
- Introductions
- Readings
- Work on papers

Week 1: January 14 to January 20
- Readings
- Papers 1-2 due January 20

Week 3: January 21 to January 27
- Readings

Week 4: January 28 to February 3
- Readings

Week 5: February 4 to February 10
- Readings
- Papers 3-4 due February 10

Week 6: February 11 to February 17
- Readings

Week 7: February 18 to February 24
- Readings

Week 8: February 25 to March 3
- Readings
- Papers 5-6 due March 3

Week 9: March 4 to March 10
- MODULAR WEEK – NO ASSIGNMENTS DUE

Week 10: March 11 to March 17
- Readings

Week 11: March 18 to March 24
- Readings

Week 12: March 25 to March 31
- Readings
Week 13: April 1 to April 7
- Readings
- Papers 7-8 due April 7

Week 14: April 8 to April 14
- Readings

Week 15: April 15 to April 21
- Readings

Week 16: April 22 to April 27
- Readings
- Papers 9-10 due April 27

IMPORTANT DATES:
January 20: Papers 1-2 due
February 10: Papers 3-4 due
March 3: Papers 5-6 due
April 7: Papers 7-8 due
April 27: Papers 9-10 due

SECTION 4 – PROGRAM GOALS

SCHOOL OF COMMUNICATION AND THE ARTS MISSION STATEMENT
To prepare emerging and established Christian leaders to inspire, enrich and transform the media, the arts, and the academy through excellence and innovation in scholarship and practice.

PROGRAM GOALS FOR THE DEPARTMENT OF STRATEGIC COMMUNICATION & JOURNALISM.

Ph.D. in Communication
1. Christian Worldview: Development of Christian worldview as professionals working in the field of communication study.
2. Academics: Exploration of at least a dozen important theories of human communication and of the three common methodological approaches used to conduct communication research.
3. Christian Community: Development of Christian community at Regent University through interactions with other Regent University students, faculty and staff.
5. Global Competence: Understanding of international and intercultural communication through interactions with international students, communication scholarship, and travel to other countries for teaching, research and ministry.

M.A. in Communication; Major: Strategic Communication
1. Christian Worldview: Development of a personal Christian worldview as professionals working in the field of communication with specialization in strategic communication.
2. Academics: Exploration of at least a dozen theories of human communication and knowledge of the common methodologies used to conduct communication research.
3. Christian Community: Development of Christian community at Regent University through interactions with other Regent University students, faculty and staff.
4. **Mission Impact**: Knowledge of the global implications of technologies used for strategic communication.

5. **Global Competence**: Understanding of international and intercultural communication through interactions with international students, communication scholarship, and travel to other countries for teaching, research and ministry.

**M.A. in Journalism: Major: Journalism**

1. **Christian Worldview**: Application of biblically-based approaches to the practices of journalism.

2. **Academics**: Exploration of emerging theories, skills and practices of journalism as it pertains to all areas of media and society, with knowledge of the changing forces that influence journalistic media standards and practices.

3. **Christian Community**: Development of Christian community through interactions with other Regent University students, faculty and staff.


5. **Global Competence**: Exploration of the interactive nature of the Internet as it pertains to professional journalistic practices and the media industry, particularly as it intersects with the impact on local and global media communications and community.

**M.A. in Communication: Major: Cinema-Television**

1. **Christian Worldview**: Biblically-based exploration of the impact of cinema-TV on the audience and/or creators.

2. **Academics**: Sustaining a creative educational experience where students learn through scholarship and the creation of artistic projects that examine and reflect our ever-changing industry.

3. **Christian Community**: Fostering an environment in and out of the classroom that promotes the principles of a Christian community.

4. **Global Competence**: Critically examining through scholarship and creative projects the aesthetics and techniques of artists and artifacts (in film, video, internet, etc.) from various cultures.

5. **Stewardship**: Teaching biblical and professional principles of faithful stewardship through scholarship and practice.

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**SECTION 5 – UNIVERSITY POLICIES**

Students should become familiar with *all* university policies as outlined in the [Student Handbook](#) including:

- Disability services ([Note](#): Requests for accommodation must first be submitted through [Disability Services](#)).

- Regent Honor Code (as an academic and Christian community, Regent University takes seriously the call for integrity and penalizes breaches of academic integrity.)

- Withdrawing from a course or the University

- Discipline policies

A link to the Student Handbook can also be found in Blackboard’s “RU Resources” tab along with links to University Library, Student Services, University Bookstore, academic writing assistance resources, and more.

Blackboard’s “Help” tab provides additional resources including:
• Blackboard tutorials
• IT Help Desk contact information

STUDENT COURSE EVALUATION

Students have the opportunity to provide feedback throughout the course through e-mail, telephone, and on-campus appointments. Near the end of the course, students will complete an anonymous online course evaluation form. Since the results contribute to improving course design and presentation, it is important that students be honest and constructive in their evaluations. Students will receive an e-mail reminder from the University when it is time to complete these evaluations. Please take time to provide this input. Students can access the online evaluation system at:

http://eval.regent.edu/regent/survey/students.cfm

If you have questions about the online evaluation please contact evaluation@regent.edu.

This syllabus is subject to change without notice.

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