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.

COURSE SYLLABUS

SCHOOL OF COMMUNICATION & THE ARTS
COMMUNICATION STUDIES

COM 504
INTRODUCTION TO THE STUDY OF COMMUNICATION
SPRING 2011
DISTANCE

INSTRUCTOR INFORMATION

Instructor: Dr. Marc T. Newman
Phone: (865) 429-5523
Fax: (865) 429-1561 (call ahead on office phone before faxing)
E-mail: marcnew@regent.edu
Office Hours: by appointment
Office Location: The Great Smoky Mountains

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.
**COURSE DESCRIPTION**

This self-paced course is designed to introduce students to the broad theory base in communication studies through an examination of communication theory and rhetorical theory and criticism, as well as the influence of worldview on communication processes.

**RATIONALE/COURSE OVERVIEW**

**Course Description**

This course will introduce students to communication studies beginning with its roots in classical Greece to the development of social science approaches to communication theory and practice. The course concludes with an examination of communication scholarship from a Christian worldview.

**Integration of Faith and Learning**

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. But, 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.”

**COMMUNICATION STUDIES PROGRAM OUTCOMES**

- Christian Worldview - Students will critique the worldviews commonly held by communication scholars and will formulate their own Christian worldview as a developing communication scholar.
• Academics - Students will summarize and explain common ontological, epistemological and axiological approaches to the study of communication and will compose their own definition of communication based on their approach to the field.

• Christian Community - Students will contribute to the academic Christian community of communication scholars through their participation in on-line or on-campus doctoral colloquiums and academic conference gatherings with other Christian scholars.

• Mission Impact - Students will identify the major international organizations in the field of communication study and will explain their contributions to the field.

**INTRODUCTION TO THE STUDY OF COMMUNICATION OUTCOMES**

In this course, students will:

• be able to distinguish between the various concentration within the field of communication.
  o Demonstrated in a short paper assignment.

• understand the transmission models of communication.
  o Demonstrated in a short paper assignment.

• grasp the taxonomy of verbal and non-verbal communication.
  o Demonstrated in a short paper assignment.

• be able to distinguish between the foundations of interpersonal, organization, and group communication, and mass media theories.
  o Demonstrated in a short paper assignment.

• understand the theory behind speech communication and be able to craft effective speech outlines.
  o Demonstrated in a short paper assignment.

• explore how communication research is conducted.
  o Demonstrated in a short paper assignment.

• Examine the relationship between worldview and theory construction.
  o Demonstrated in a short paper assignment.
**Course Materials**

**Required Texts**


**Recommended Texts**

Here are some excellent introductory texts to the field of communication:


**Course Requirements and Assignments**

**A. Class Participation**

This is a self-paced class. 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.

**B. The Quality of Your Writing**

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.

**D. Late Policy**

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.

E. 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 why you need the extension.

F. Incomplete Grades
It is your responsibility to monitor your status in this class. I will not initiate a drop from class. If you find yourself unable to complete the work for the class, you must drop in a timely fashion. Failure to secure a drop will result in an "F" for the class. My experience demonstrates that 80% of students receiving "I" or "Incomplete" grades never complete the work. In an effort to spur you to complete any missed assignments in a timely fashion, I will not assign incomplete grades. In extreme circumstances, when extensions are provided to students, outstanding assignments may be completed early in the following semester and a grade change, if warranted, will be issued at that time. The only students who will be considered for extensions on end of semester assignments will be those who have completed all of the other work for the semester, and who have been diligent in their posting for the class.

G. Academic Integrity
The Regent University Graduate Catalogue notes: “A community of teachers and scholars recognizes the principles of truth and honesty as absolutely essential. The expectation at Regent University is that these principles will be rigorously followed in all academic endeavors, including the preparation of class reports and papers, giving and taking of examinations, and in protecting the validity of assigned grades. This assumes that all work will be done by the person who purports to do the work without unauthorized aids. Instructors will exercise due diligence in planning and supervising the academic program so that the principles of truth and honesty are encouraged.”

H. Plagiarism
Plagiarism occurs when a student utilizes the ideas or words of another author without appropriate citation. If you are unsure what constitutes plagiarism, look at some websites for examples. Plagiarism is a severe academic violation, and will not be tolerated. The university’s policy on plagiarism is that a first instance will result in a failure of the assignment in which it occurs. I will notify the dean of any act of plagiarism in my classes. A second instance will result in failure of the class, and a third instance may result in expulsion from the university.

In an electronic, cut-and-paste age, plagiarism is easy to do, even if you do not intend to do so. The best way to avoid plagiarism is to adopt a research regime that keeps quoted material separate from your original writing until such time as you need it. When doing research on the computer, open a separate file for every article or book you examine. At the top of the page, write in all bibliographic information, then, under that heading, type or paste quotations or paraphrases along with the page number associated with the quotation or paraphrase. Then, when
you craft your paper, each time you paste a quotation or paraphrase, insert the parenthetical citation in text, and copy and paste the bibliographic information immediately into the “Works Cited” page.

A good rule of thumb is “when in doubt, cite.” I encourage students to use the “three word rule.” If you are taking three or more words verbatim from another author’s sentence, place quotation marks around them and fully cite.

ASSIGNMENTS

All essays written for this class must be double-spaced in Times New Roman, 12 point font (this assures uniformity in guidelines). All essays must conform to the MLA Handbook for Writers of Research Papers (7th Edition).

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.

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.

Each paper should have your name, the course number and title, the professor’s name, and the date in the upper left-hand corner. Each paper should have a clear introductory paragraph and a conclusion. The organization of the body of the paper is suggested in the assignment description. Unless otherwise noted, you are expected to cite extensively from your text. Extra points if you are able to bring in outside research for your paper. Your “works cited” page is not included in your word count. Make sure that the citation is in proper MLA format.

From Trenholm Part 1

1. Select and watch a video of a speech or sermon that is available on the web. In a short paper, between 500-750 words, explain Cicero’s five canons of rhetoric and then evaluate the speech or sermon by explaining how (and how well) the speaker utilizes each canon.

2. Select A or B below

   A. Write a 300-500 word essay in which you draft your own definition of “communication” and then give reasons why it is a good definition of the term.

   B. Write a 300-500 word essay in which you distinguish the social science side of the communication field from the rhetorical theory and criticism side of the field.

From Trenholm Part 2
3. Write a 300-500 word essay on the importance of listening and some strategies/tactics you would teach to a high school small group Bible study that was having trouble connecting with their lessons.

4. Write a 300-500 word essay explaining how verbal and non-verbal strategies work together to create a successful oral presentation.

From Trenholm Part 3

5. Write a 300-500 word essay in which you compare and contrast Interpersonal Communication with Intercultural Communication. How are they distinct? In what areas do they appear to overlap? Highlight at least one key theory in each interest area.

6. Write a 300-500 word essay in which you compare and contrast Group Communication with Organizational Communication. How are they distinct? In what areas do they appear to overlap? Highlight at least one key theory in each interest area.

7. Using the information in Chapters 9 and 10, create a single-page full-sentence outline for a speech designed to persuade an audience of recent college graduates to apply to Regent University for their graduate studies. You may structure the speech around Monroe’s Motivated Sequence or as a simple “reason giving” speech. (Place transitions between main points in parentheses.)

8. Write a 300-500 word essay in which you examine the advantages and disadvantages of new media over old media.

9. Which research methodology is most appealing to you? Define the methodology and give at least three reasons why you think it is a better method for describing human communication than one other method.

From Marsden

10. Write a 300-500 word essay in which you define the most significant problems facing Christian scholars today, and then identify and defend the three best solutions that Marsden suggests. Cite extensively from Marsden.

**GRADING**

In assigning grades to each of the papers in this class, I will use the following general standards.

A = Strict adherence to style sheet. Assignments thoroughly proofed. The student establishes significance. Analysis is exceptionally well-organized and arguments are
well-substantiated. Student demonstrates insight in conclusions and implications of the analysis. Writing style is strong.

B= Adheres well to style sheets. Assignments reveal few spelling, grammatical, or style errors. The student chooses appropriate artifacts. Analysis is organized and easy to follow. Student demonstrates an understanding of conclusions and implications in the analysis. Writing style is acceptable.

C = Paper meets the minimum standards for the assignment.

NOTE: Any paper that is accepted for publication in a scholarly journal or for presentation at a scholarly convention will be assigned an A as long as the acceptance for publication or presentation occurs within one year of the end of this course.

**Evaluation and Grading**

A. Weight – each paper will constitute 10% of the total grade for the class. All papers must be satisfactorily completed in order to complete this course.

B. Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>96-100</td>
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<tr>
<td>A-</td>
<td>93-95</td>
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<tr>
<td>B+</td>
<td>90-92</td>
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<tr>
<td>B</td>
<td>85-89</td>
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<tr>
<td>B-</td>
<td>81-84</td>
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<tr>
<td>C+</td>
<td>78-80</td>
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<tr>
<td>C</td>
<td>75-77</td>
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<tr>
<td>F</td>
<td>74 or less</td>
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</table>

**COM 504 -- Assignment Schedule**

**Turning in Your Assignments**

While this class is self-paced and you may complete the assignments as quickly as you would like, I have put in place deadlines by which the writing assignments MUST be completed in order to keep us all from being log-jammed at the end of the semester. All papers are to be emailed to me at both marcnew@regent.edu AND marc@movieministry.com.

The subject line for your email should read: COM 504 - <your last name> - Paper #.
The paper should be attached to your email. The file name for your paper should be your last name – Paper#. Example: Smith – Paper 1.

**CRITICAL DATES AND DEADLINES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>January 24</td>
<td>Papers 1-2 due.</td>
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<tr>
<td>February 15</td>
<td>Papers 3-4 due.</td>
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<tr>
<td>March 21</td>
<td>Papers 5-7 due</td>
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<tr>
<td>April 4</td>
<td>Papers 8-9 due</td>
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<tr>
<td>April 25</td>
<td>Paper 10 due</td>
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**DEPARTMENT RESOURCES**

Useful links:
- American Rhetoric (a good catch-all source): [http://www.americanrhetoric.com/](http://www.americanrhetoric.com/)

**UNIVERSITY POLICIES AND RESOURCES**

Please review the following links for important information on University policies:

- Academic Calendar/Registrar Information
- Bookstore
- Honor/Plagiarism Policy
- Regent Library
- Student Services (includes links to student handbook, disability services, University calendar, University Writing Center, etc.)
- Technical Support – University Helpdesk
- Disability Statement – the student is responsible for contacting the assistant director of Student Services at 757.352.4486 to request accommodations, provide necessary documentation, and make arrangement with each instructor. The following website is designed to help our disabled students learn of their rights and responsibilities with regard to disability services. The site also has resources for faculty to become better informed of their responsibilities toward the disable students in their classes. [www.regent.edu/admin/stusrv/student_life/disabilities.cfm](http://www.regent.edu/admin/stusrv/student_life/disabilities.cfm)

**Student Course Evaluations**

Students will be given opportunity to provide the instructor, as well as the college administration with written feedback and evaluation of the course structure and its conduct. However, students should feel free to bring any concerns to the attention of the instructor at any time during the semester.
At times, due to unforeseen circumstances, course content may be subject to change. Please check with your professor to insure you have the most recently updated Syllabus for this course.