

**Course Syllabus: University of California, Davis
CMN 10V/Introduction to Communication, Winter, 2018**

Meets: Online (except for Examinations 1 and 2)

Instructor: John Theobald/Office: Kerr 368 (jmtheobald@ucdavis.edu). Hours M 1-2, M 4-5 & by appt.

Graduate Teaching Assistants:

- Grace Benefield (grbenefield@ucdavis.edu) Office: Kerr 169. Hours: R 9-11 am; also by appointment
- Tessa DeAngelo (tideangelo@ucdavis.edu) Office: Kerr 173. Hours: R 9-11 am; also by appointment

Description: CMN 10V functions as an introduction to both the field of communication, in general, and the Department of Communication at UC Davis. The course covers basic principles of communication processes, models of communication, foundations of empirical research in communication, and contexts of communication research.

People: The instructor of record and course organizer for this quarter's section is Continuing Lecturer John Theobald (<http://communication.ucdavis.edu/people/theobald>). He also is responsible for writing course examinations. The CMN 10V course creator is Professor Laramie Taylor (<http://communication.ucdavis.edu/people/ldt>). He has organized the lesson plan for the course and written the quizzes that accompany each lesson. He also is responsible for the various assignments and the term project that you will submit during the course. Each section will be assigned a Teaching Assistant, either Grace Benefield (<http://communication.ucdavis.edu/people/grbene>) or Tessa DeAngelo (<http://communication.ucdavis.edu/people/tideange>). The course content is a collaborative effort involving most research faculty members in the Department of Communication--you will see them via recorded videos this term and be taking classes from several of them throughout your CMN studies.

Course Policies

1. **Know Your Section Number.** Sections 1-6 are for Davis students. Section 7 is for cross-campus students
2. **Know Your Teaching Assistant.** Grace Benefield has sections 1-3; Tessa DeAngelo has sections 4-6.
3. **Communicate Directly with Your T.A.** Your TA is in charge of your work. Contact them, not the course organizer, for matters pertaining to your assignments. If he needs to be included, your T.A. can forward your message.
4. **If You Communicate with The Course Organizer . . . do not do so through Canvas.** Canvas is not structured to support accessible email records, and we need all communication to be retrievable. You must use his UC Davis email address (jmtheobald@ucdavis.edu) through a regular email platform, like Gmail or Apple Mail, not the Canvas platform. Messages sent to him through Canvas will be deleted.
5. **Keep Communication Quantities Under Control.** During my first quarter teaching this course, I received more emails than in any comparable period since the invention of the World Wide Web. My T.A.s had a similar experience. We will be more effective in responding to emails if we are not spending time with unnecessary ones. Check the syllabus and course site before emailing us with a question, and feel free to use the forum in Canvas if you're unsure of something. We can work better together if we're not trying to do too much.
6. **Put Yourself in Our Shoes.** This class will have about 250 students. Most quarters, the instructor of record will have 400 students in addition to non-teaching duties. Your T.A.s, besides 125 students like yourself, will have Ph.D. seminars and ongoing research or be in the midst of writing a Ph.D. dissertation. We're not going to get to know most of you, we're not going to remember one email out of hundreds this quarter, and we're not going to be able to provide special accommodations for individual students. This course has been structured with the realization that you have many other obligations besides CMN 10V. Keep in mind that we are as busy as you are and that time is a limited resource.
7. **The Internet Operates 24/7—Our Class Communication Operates Monday Through Friday, 8 to 5.** The course organizer's policy, which the T.A.s are encouraged to adopt, is that CMN 10V operates during regular

business hours and will not get assimilated into the tyranny of the Internet. Emails submitted from Monday morning through Friday afternoon will be handled in a timely matter. Emails submitted after 5 pm Friday will be handled the following week. Ideally, you are encouraged to wait until Monday to submit email communication that occurs to you over the weekend.

Objectives: Students who successfully complete CMN 10V will be able to:

- define and describe the complex nature of communication
- identify and describe the various contexts of communication study
- apply theoretical concepts of communication to real-life experience
- differentiate among diverse fields of communication inquiry
- define key terms used by communication researchers and practitioners

Course Design: Communication 10 is a fully online course, comprised of a variety of learning and assessment activities. Each element is important, and the varied activities have been selected and designed to maximize student learning. Each week, you will complete several types of learning activities:

1. Online instructional videos: These videos, presented through YouTube playlists, provide a foundation of knowledge about each week's topic. They should be completed before the quizzes are due each week. About one-quarter of examination questions will be drawn from these videos.
2. Assigned readings: There will be reading for most topics. Links to each assigned reading appear on the appropriate lesson's Canvas page. A majority of examination questions will be drawn from these readings.
3. Online quizzes: For each topic, there is a quiz covering the lecture videos. These short quizzes are designed to assess your understanding of the material presented in the online learning modules. Your timely completion of (and scores on) these assessments will be recorded. The lecture-based quizzes will count towards your grade. **NO LATE QUIZZES WILL BE ACCEPTED.** Links to each topic's quizzes, both for lecture and for readings, can be found on the topics' Canvas page. Quizzes are timed--five minutes for seven questions. Quizzes are NOT intended to be open-book or open-note. Because of security reasons, the 5-minute time limit will be applied to all quizzes and answers will not be published (note that many testing formats, such as the SAT, GRE, LSAT, etc. function in a similar matter—quizzes are not learning tools they are testing tools and only used for testing purposes).
4. Online activities: Throughout the course at assigned intervals, you will participate in activities online. In these activities, you will analyze key concepts from the course, apply them to new contexts, or communicate about a specific piece of research on the week's topic. These activities provide you with a chance to develop and demonstrate your ability to apply course concepts. The timeliness, quality, accuracy, and insight of your work will be assessed and will count towards your grade.
5. Term project: The term project is titled Communication Resource Curation. The focus is on collecting and organizing information pertinent to some aspect of our field. It is described in detail later in this syllabus.
6. Examination 1 and Examination 2: These two exams are the only parts of the course that will be administered in traditional fashion. They are non-comprehensive exams that cover only lecture and reading material from a particular part of the course. The time of these exams is indicated below. The location is awaiting confirmation by the Registrar's office at the time of the drafting of this syllabus. Times are selected so that Exam 1 will conflict with very few campus academic activities and Exam 2 will conflict with none. These exams may not be re-scheduled, except for academically-sanctioned conflicts. A study guide for each exam appears at the end of this syllabus. [If you are a non-UC Davis student registered for this online class, then separate proctoring arrangements will be made

with the instructor and a facilitator at the UC Office of the President.] You will need nothing but a pencil and a 50 question per side Scantron at the exam times.

Examination 1: Tuesday, February 13 @ 8:00-10:00 pm in **TBA**.

Examination 2: Wednesday, March 21 @ 6:00-8:00 pm in **TBA**.

Grade weightings for course assignments are as follows:

Video lecture quizzes	25%
Exam 1	25%
Exam 2	25%
Term project	12.5%
Activities	12.5%

Course Requirements: By the assigned dates, you should:

- View each week's instructional videos.
- Complete each week's readings.
- Complete each week's quizzes.
- Complete all assignments.
- Complete the assigned term project (see below).
- Take the two course examinations.
- All course activities, both online and offline, are to be conducted in accordance with the University of California, Davis Code of Academic Conduct (<http://sja.ucdavis.edu/cac.html>) and Principles of Community (<http://catalog.ucdavis.edu/community.html>).

Schedule

All of the resources for online portions of class are organized under the “Pages” section of the course Canvas. Navigate to the “Pages” page, click on the appropriate lesson, and complete the learning activities for that lesson

CMN 10V Part I

Week 1: Course Introduction; Defining Communication

Week 2: Interpersonal Communication; Language

Week 3: Nonverbal Communication; Intercultural Communication

Week 4: Mass Communication; Computer-Mediated Communication

Week 5: Networks; Media Effects

Tuesday, February 13 @ 8:00-10:00 pm in **TBA**: Examination 1

CMN 10V Part II

Week 6: Gender & Communication; Entertainment

Week 7: Persuasion; Health Communication

Week 8: News; Political Communication

Week 9: Digital Communication

Week 10: Video Games

Wednesday, March 21 @ 6:00-8:00 pm in **TBA**: Examination 2

Getting Started

Getting started is easy. Click on the link below. This will take you to a YouTube video in which the course tools and course management system are explained to you. After viewing the video, just proceed to Lesson 1 on Canvas, “Intro to CMN 10”, and follow the directions provided.



<https://www.youtube.com/watch?v=guOHD93undk> (Links to an external site.)

Term Project: Communication Resource Curation

Due March 11 (11:59 pm)

Communication technology has produced an unprecedented glut of information. A search of most subjects produces an unorganized mass of information that may be worth little more than not having pursued the search in the first place. Companies increasingly filter information for customers—Netflix tells you what movies it thinks you will enjoy, Amazon only shows you a handful of its products, and Google guesses what you are really looking for based on your location, your past searches, and other proprietary information about you.

Sorting and selection by algorithm—as practiced by corporations, government agencies, and others—is a form of content curation. Curation refers to collecting, organizing, and displaying related content. Although automated curation is invaluable, there is a role for thoughtful expert curation as well. For an overview of the importance and nature of content curation, here is a link to a blog post by Beth Kanter, an expert in the use of social marketing strategies for non-profit organizations: <http://www.bethkanter.org/content-curation-101/>

Many online resources are available both to help develop communication skills and to disseminate information about communication research. **Your assignment is to curate a collection of at least 8 high-quality resources relevant to one of the following topical areas drawn from this term’s lecture topics, both collecting and organizing links to these resources and insightfully outlining each resource’s particular contributions.**

You may choose to work on a sub-set of any of the following topic areas—examples will be provided to help you narrow the scope your project:

- Mass Media and the Mean World Syndrome
- Social Media and Networks
- Online News and Political Polarization or Negativity Bias

These resources need to focus on **communication and communication research**. So a project on the influence of News, for example, might contain a link to a YouTube video, produced by the British Broadcasting Corporation, of *How News Became Trivialized*, a series that combined expert opinion and communication research findings to explain how substantive current events reporting has become displaced by stories about relatively inconsequential developments.



(Links to an external site.)

<https://www.youtube.com/watch?v=iqeBcvHhA9M>

A project on health communication might contain a link to the NIH’s publication titled *Patient-centered communication in cancer care*: http://appliedresearch.cancer.gov/areas/pcc/communication/pcc_monograph.pdf You must use **diverse types of resources** (e.g., videos, Wiki entries, blog posts, online databases), and **they** must have diverse sources (i.e., not all produced by the same entity or published or listed on the same site).

Your collection must be submitted online through the assignments feature on Canvas. The preferred format for your project is a ‘bagtheweb’ bag or project, using [bagtheweb.com](http://www.bagtheweb.com) (Links to an external site.), an online content curation tool. After signing up for a free account, you can create a ‘bag’ on your topic, adding links and commentary. The link can then be submitted to your TA. An example can be found at <http://www.bagtheweb.com/b/D6Ebq1>

Each source link must be accompanied by a statement of no more than 150 words outlining the connection between the resource and your chosen topical area, its particular value as a resource, and so on.

Your grade will be determined by a number of factors:

1. Are your resources **relevant** to your chosen topic?
2. Do your resources deal with **communication research**? Or are they simply entertaining examples of communication phenomena?
3. Are your resources **helpful, insightful, and reliable**? Or are they merely clever or entertaining?
4. Are your resources drawn from a **range of sources**?
5. Do the statements you've written to accompany each resource **correctly and insightfully** identify the relevance of the resource to the topic area?
6. Does your list have a clear, coherent focus? Or are the resources just a jumbled collection that makes little sense as a whole?
7. Are your sources accessible to a broad audience? Or did you link to difficult-to-use things like original research articles published in academic journals?

Of course, technical, formal, or grammatical errors in the project will also impact your grade. Before you submit your project, consider the following:

1. Is your project free from spelling, grammar, and punctuation errors?
2. Are all of your links to the actual content, not to a login screen, a paywall, or an error message?
3. Is your project accessible? are the links clearly associated with their commentary?

Late policy: Do not submit your term project late. Any project submitted after the deadline but before 48 hours has passed will be penalized by 50% of the score it would otherwise have received. Any project submitted more than 48 hours after the deadline will receive a zero.

Guidelines For Term Project Used By TAs In Grading

In General: (20 points)

Focused Topic = 5 points

An Assigned Topic = 5 points

Bagtheweb = 3 points

Variety of sources = 3 points

Free of error/appropriate length = 4

Resource/write up: (80 points)

Each resource = 10 points

Dealing with research

Relevant/Reliable/Accessible

Short summary

Define & Link Course concept/theory/model

“Interesting term project!”

Required Lecture Quizzes (due by 11:59 pm on assigned date—see Assignments link):

Week 1	<u>Intro to CMN 10 QUIZ</u> <u>Defining Communication: Lecture Quiz</u>
Week 2	<u>Interpersonal Communication: Lecture Quiz</u> <u>Language: Lecture Quiz</u>
Week 3	<u>Nonverbal Communication: Lecture Quiz</u> <u>Intercultural Communication: Lecture Quiz</u>
Week 4	<u>Mass Communication: Lecture Quiz</u> <u>Computer-Mediated Communication: Lecture Quiz</u>
Week 5	<u>Networks: Lecture Quiz</u> <u>Media Effects: Lecture Quiz</u>
Week 6	<u>Gender: Lecture Quiz</u> <u>Entertainment: Lecture Quiz</u>
Week 7	<u>Persuasion: Lecture Quiz</u> <u>Health Communication: Lecture Quiz</u>
Week 8	<u>News: Lecture Quiz</u> <u>Political Communication: Lecture Quiz</u>
Week 9	<u>Digital Communication and Development: LectureQuiz</u>
Week 10	<u>Online Video Games Lecture Quiz</u>

Assignments (due at 11:59 pm on assigned date)

January 21: Scavenger Hunt

February 4: Nonverbal, part I; Nonverbal, part II

February 25: Persuasion & Health

March 18: Video Games

Guidelines For Assignments Used By TAs In Grading

Nonverbal Assignment #1 [5 components = 2 points each]

- Identify a specific element of nonverbal communication & What type of nonverbal communication (e.g. haptics...)
- Infer to whom the message was being directed
- What message the sender likely intended to convey
- What message was likely actually received and WHY
- Intentional or Unintentional

Nonverbal Assignment #2 [5 components = 2 points each]—note: this is a different video than the earlier one

- Identify a specific element of nonverbal communication & What type of nonverbal communication (e.g. haptics...)
- Infer to whom the message was being directed
- What message the sender likely intended to convey
- What message was likely actually received and WHY
- Intentional or Unintentional

Persuasion Assignment

- 6 points = argument (message components)
- 3 points = audience responses (message processing)
- 3 points = alternative 1
- 3 points = alternative 2

Video Game Discussion Activity:

- Provide research in support
- Provide game example
- Provide actual citation

Study Guide for CMN 10V Examination 1 Articles

Note: This study guide covers the readings in Lessons 3-10. Those readings will comprise about 75% of the exam questions on the examination. (The other 25% will be questions derived from lectures that you've already studied and quizzes that you've already taken.) If you can answer the questions below, you will be prepared to take CMN 10V Examination 1.

The questions below are based strictly on the claims of the readings and their authors. They may or may not represent the beliefs of the course creator, the instructor of record, or the individual faculty members responsible for each lesson. In addition, some of these articles were published a number of years ago--any claim that references "today" or "now" or some other time referent should be regarded as representing the author(s)'s view at the time of the writing.

Lastly, the bullets below appear in the same sequences as the points they reference in an article--e.g., the first bullet point under a lesson will appear in the article before any of the others.

Lesson 3) Interpersonal Communication/"Conceptualizing Relational Communication" article

- Defining relationships/What are:
 - role relationships?
 - interpersonal relationships?
 - close relationships?
- Defining types of communication/What is:
 - interpersonal communication?
 - relational communication?
- Be acquainted with the six principles related to interpersonal communication that pertain to:
 - verbal and nonverbal messages (details of nonverbal are covered in Lesson 5)
 - communication as inevitable
 - the goal oriented nature of interpersonal communication
 - variation in interpersonal communication effectiveness (most effective involving shared meaning)
 - content and relational information
 - symmetrical and asymmetrical communication

Note: Examination 1 will not ask about the principles specifically associated with relational communication.

Lesson 4) Language/Selnow 1985 article

- Know the abstract of the paper.
- What is the purpose of the paper (on the first page of the article)?
- Note in the literature review from the 2nd to 4th pages of the paper that there have been various studies associated with the use of language by the different sexes. There won't be specific questions about them.
- Review specific questions of the study, the method, and the results. Again, questions will not be specific.
- What is the "bottom line" of the study in the discussion section?
- Finally, note that the article was written more than three decades ago and would be presumed to represent populations from a different era, and that differences may not be the same today.

Lesson 5) Nonverbal Communication/Nonverbal Communication chapter--labeled as "Chapter 6" at the top

- How is nonverbal communication defined?
- What are the 5 functions of nonverbal communication?
- What are the 7 types of nonverbal cues?
- Review the 5 types of bodily cues so that you know what they are . . . but you will not be asked specifically about them on Examination 1.
- Skim the sections on culture and gender . . . specific questions on culture will be asked below in Lesson 6 and on gender will be asked in the second part of the course in Lesson 11.

Lesson 6) Intercultural Communication/Hofstede "Dimensionalizing Cultures" article

This reading is authored by Geert Hofstede, the Dutch scholar whose ideas you were introduced to in the lecture on intercultural communication.

- What is the author's definition of culture?

For the following 5 dimensions of national cultures, you should be able to recognize examples of basic differences within each dimension as described in Tables #1-5 in the article. You don't need to memorize or know everything in these tables but should be acquainted enough with them to recognize differences--much as you were asked to do following the lecture quiz on intercultural communication. These dimensions are:

- Power distance
- Uncertainty avoidance
- Collectivist and Individualist societies
- Feminine and Masculine societies
- Short- and Long-Term oriented societies
- Skim the section on Dimensions of Organizational Cultures. This section will not be used for questions on Examination 1, but it provides a helpful introduction to organizational topics to be considered later in the course.

Lesson 8) Computer-Mediated Communication/Mayo & Newcomb "How the Web Was Won" article

All questions below are referenced by the interview subject (in bold) and appear in sequence according to the article. If you can't find anything, make note of it and ask. The names will be used as reference points in questions but you will find that you don't have to know them,

- Baran: What was the motivation for creating the internet?
- Taylor: Who was ARPA?
- Brand: What was the killer app of the internet?
- Metcalfe: What is Metcalfe's Law?
- comment b/t Case and Webb: In 1988, what were the two primary types of internet traffic?
- Cailliau: What is the World Wide Web?
- Part IV: Review the history of the Netscape vs. Microsoft battle.
- Part V: Know the basic start up stories of:
 - Amazon
 - Yahoo
 - Craigslist
 - Slate
 - Drudge Report
 - MoveOn.org
- Khosla: Following the dot-com crash what happened to the quantity of data traffic on the net?
- Partridge: What were the immediate and long term effects of the 9/11 attacks on the function of the internet?
- Page: What made Google different from other search engines?
- Musk: How has the net changed information access and the possibility of conspiracy?
- Know the basic YouTube and Facebook stories.
- Todd: How has Obama used the internet?
- Khosla: Note his closing comments about communication channels.

Lesson 9) Networks/Christakis & Fowler chapter

- Read through the set-up to the article on pp. 3-8. It's a useful preview.
- How does the text define groups and social networks?
- How does the telephone tree work?
- Understand the 4 types of networks depicted on p. 12?
- What is a network community?
- A social network consists of which two kinds of elements?
- Note the different terms for a network's shape.
- What are the two fundamental aspects of social networks?
- What is a transitive relationship?
- Note the story of the Milgram experiment (that also was described in the video lecture) . . . and, turning to the authors' research, what is the Three Degrees of Influence Rule?

Lesson 10) Media Effects (2014 & 2016)

To Be Posted Later

Study Guide for CMN 10V Examination 2 Articles

Note: This study guide covers the readings in Lessons 11-18. Note: There is no reading for Lesson 19. The topics prompted by this study guide will comprise about two-thirds of Exam 2

Lesson 11) Gender & Communication/Hyde article

- Read the abstract carefully a couple of times--it contains the essence of the article.
- What is the gender similarities hypothesis?
- What is statistical meta-analysis? How is it applied for the purposes of this article?
- What is the concluding point about inspection of effect sizes when examining the evidence of the article?
- Skim the tables to get a sense of what is being observed in the article.
- Re: "The Exceptions" to the overall findings in the article . . .
 - what is the first area of large gender difference?
 - what is the second area of large gender difference?
 - what does the study show about gender differences in aggression?
- What are the various arguments about the costs of inflated claims of gender differences?

Lesson 12) Entertainment/Hoffner article

- The first paragraph is the abstract of the study--read it closely.
- After the first paragraph, the paper is a literature review of prior studies. As you read it, pay attention to the observations about TV and socialization, identification, character attributes, sex, and parasocial interaction.
- What was the basic approach of the study?
- What are the traits examined in the study?
- Note the examination of predictors.
- Examine the hypotheses and research questions.
- Read the discussion, note the findings on sex differences.

Lesson 13) Persuasion/Robert Cialdini article

- What does Cialdini claim about understanding and explaining of decision making factors?
- What is Reciprocation? What does it suggest, for instance, for marketers?
- What is Social Proof? When is it important? What would be an example of its usefulness for marketers?
- What is Commitment and Consistency as a persuasive principle? Be able to recognize examples.
- What is Liking? How does it relate to making a connection with audience?
- What is the persuasive principle of Authority? Note the Milgram study as well as the applications for marketers discussed by the authors.
- What is Scarcity? What are marketing applications?

Lesson 14) Health Communication/Wright, Sparks, and O'Hair chapter

- How large is the healthcare sector of the U.S. economy? How does its size compare to other sectors? Right below the chapter's addressing these questions, note the observations about both the U.S. and the world and their health issues. The point of these observations might be called "rationale"--they explain why health communication research is important.
- What does the text contend about a large portion of health campaigns ability to effect change in the U.S.?
- How does the WHO define health, and what is the point about dynamic processes?
- What does the chapter claim about health communication research and contexts of communication?
- The chapter discusses challenges to the healthcare system related to health communication. Review the basic points about each of the following:
 - aging
 - diversity
 - tension between approaches to healthcare
 - funding
 - insurance and managed care
 - impact of new technologies

Note: skip the overview section--it's meant for readers of the entire book

- In the summary, make note of health communication as a defined area of research, the U.S. history of addressing health issues, and the need for health communication research.

Lesson 15) News/Agenda-Setting chapter

The questions in this reading are mostly from just two sections--Psychological Foundations and Conclusion. Nevertheless, a quick read or at least skim of the entire chapter will give a clearer idea of what the author's main points are.

- What is agenda-setting?
- What is priming?
- What is framing? The material following the definition deals with attribution theory, and it will make framing easier to understand.
- What is the public agenda? [This is found on p. 181 in the Types of Agenda-Setting section.]
- What is the main finding/claim, summarized in the first sentence of the Conclusion?
- What does the author believe about the role of mass media in the choice of elected officials and the choice of public policies?
- Agenda-setting effects are strongest for whom?
- Who is unsusceptible to agenda-setting effects?
- What does the author claim about active and passive audience?

Lesson 16) Political Communication/Prior article

- Review the 10 items discussed in the article. You don't need to memorize them but should be able to recognize them.
- Note the point in #3 about the legality of political phone calls.
- In #5, note the point about polling data being used strategically by campaigns.
- In #8, note the point about party-to-party and intraparty switching of support by campaign managers.

Lesson 17) Digital Communication/Zuckerberg "Connectivity" article

Realize that this article was written in 2013, so not all information is current.

- How much of the world is connected to the net, and how fast is it growing?
- What is the point about the distinction between smart phone ownership and data access?
- What is the article's zero sum point?
- What are the four arguments cited on the point about connectivity?
- Why does the author think the efficiency of delivering data is about to increase greatly?
- What are the factors in the author's definition of basic internet services?
- What are the 3 important elements of what the author calls "the rough plan" for internet access?

Lesson 17) Digital Communication/Smil article

- How do first-order innovations differ from second-order innovations?
- Smil offers two examples of first-order innovations or what he calls "technical saltations" (saltation is from the Latin word for "leap" and refers to a sudden change from one generation to the next, that is large, or very large, in comparison with the usual). What are the two saltations he describes?
- How does he describe the fundamental importance of electricity?
- Electrical innovations were created when? By whom?
- What was Edison's greatest contribution?
- How did German inventor Rathenau describe Edison's accomplishment?
- What kind of innovations are Apple's products?
- What does Smil note about German cars relative to Toyotas and Hondas? . . . and how does this point relate to Apple?
- Note the four developments that Smil compares to the iPad.
- According to the author, what would the world be like without the iPhone or iPad?