

COMN 3910: COMMUNICATION SYNTHESIS & STRATEGIES

Spring Quarter 2015

Thursdays, 6 – 9:00 p.m.; March 26, April 2, 9, 16, 23, 30, May 7, 14, 21, 28, 2015

Instructor: Dr. Carol Zak-Dance

Contact: czakdanc@du.edu

303-692-0966 (h); 303-692-0977 (fax); 303-871-4424 (w)

Course Materials:

No text is required. Texts and readings will be recommended and needed for individual research.

Course Description:

This course offers students the opportunity to review, synthesize and integrate their individual communication coursework into a logically consistent framework. From the derived communication framework tool participants will create a strategy, or plan of action, enabling them to apply their academic knowledge to analyze a current communication issue.

Student Learning Outcomes: By the completion of this course, participants will be able to

- Synthesize individual communication coursework into a logically consistent framework;
- Produce an “educational seminar” and/or “short course” identifying and examining a communication content area;
- Demonstrate competence in written and oral communication;
- Participate as effective team members to complete a project;
- Apply academic knowledge of theoretical communication concepts to an examination of a current communication topic/issue.

Course Requirements:

Prerequisite: This is a capstone course open to Communication majors with **40 or more** hours of **completed** COMN (HCOM + MCOM/MFJS) courses, and Communication minors with at least 20 hours of completed COMN courses, with senior status.

Attendance and Participation: Because of the participatory nature of the class, and the need for class presentation information for later use, attendance and participation is required. **Some preparation and/or group time will be given *in lieu of* class attendance and some classes may run beyond 9:00 p.m.**

Individual Assignment: A 10 source, *minimum*, annotated bibliography, on a specific communication short course area (i.e., interpersonal, public relations, etc.) will be due during the quarter. A 2-page summary of your bibliography is to be attached. This summary

should review how the information learned from your bibliographic sources helped to inform the content of your short course. *This assignment (the annotated bibliography + summary) will provide the basis for your “seminar/short course”, discussed below.* **Bring a copy for each student in the class + one for me.**

Educational Seminar/Communication Short Course: This activity will be an *individual* effort. Each participant will create a short course, general topic to be assigned, that will review the basic components, theoretical and practical, of a chosen communication content area. The seminar/short course will have an informative, educational format and will be presented during class, as noted in the course schedule, and is peer graded. If using handouts, provide enough for all class members. **A short (2-3) page paper, synthesizing the content from all of the short courses, is due after the short course presentations.**

Final Project/Paper/Presentation: Synthesizing and applying the communication knowledge you’ve gained from TWC courses, as well as the in-class short courses, to a chosen communication issue is the goal of this *group* activity. Groups will be formed around a topic, which will then be examined from all of the communication content area perspectives and their associated theories. **Communication strategies for change should be included.** A written paper is required and a group presentation will take place at the end of the quarter. Samples are available.

Papers and Presentations:

A short course presentation is required during the first half of the quarter. There will be a final project/paper/presentation at the end of the quarter. Oral and written assignments are discussed in the “Course Requirements” section, above. A distributed evaluation of your TWC experience is **required** for course completion.

Academic Integrity:

The Women’s College fully endorses the University of Denver’s Honor Code and the procedures put forth by the Office of Citizenship and Community Standards. Academic dishonesty—including plagiarism, cheating, and falsification of data and research—is in violation of the code and will result in a failing grade for the assignment or for the course.

As student members of a community committed to academic integrity and honesty, it is your responsibility to become familiar with the DU Honor code and its procedures.

www.du.edu/honorcode

ADA ACCOMMODATIONS:

Students who require accommodations under the Americans with Disabilities Act should contact the instructor to discuss their needs. Students with learning disabilities should also notify the instructor and may contact the Disability Services Program at DU.

<http://www.du.edu/studentlife/disability/>

DIVERSITY, INCLUSIVENESS, RESPECT:

CWC has a core commitment to fostering a diverse learning community that is inclusive and respectful. Our diversity is reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up AND listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

TECHNOLOGY USE IN THE CLASSROOM:

In order to create and maintain an optimal learning environment in the classroom, students should use technology appropriately. Work done on laptops, cell phones, etc. that is *not* relevant to the class can hinder the process of communication and shared discussion of ideas that require full engagement by all participants. Please be considerate of your sister students. Laptops should be closed during presentations.

RELIGIOUS HOLIDAYS:

Students wishing to observe a religious holiday not celebrated on the academic calendar may do so provided written notice is given to the instructor during the first two weeks of the quarter. The absence will be considered an excused absence and make-up work will be accepted.

Course Schedule: (subject to adjustment per enrollment, etc.)

Date	Activity
03/26/15	FIRST CLASS ASSIGNMENT: <ol style="list-style-type: none"><li data-bbox="365 1562 1279 1724">1. A typed list of all communication courses completed for your major/minor, with course #, course name, quarter completed, submitted to me via email 48 hours before the first class meeting;<li data-bbox="365 1734 1166 1766">2. Short course content area discussion and assignment;<li data-bbox="365 1776 1300 1850">3. Discussion of possible topics/communication issues that can be examined from both a COMN and MFJS perspective;<li data-bbox="365 1860 1295 1892">4. Discussion of norms and expectations of group/team behavior.
04/02/15	Individual meetings , by appointment, to discuss short courses.

04/09/15	Seminar/short courses
04/16/15	Seminar/short courses
04/23/15	Seminar/short courses
04/30/15	Short Course synthesis paper DUE. Final Project group work session
05/07/15	Final Project group work session
05/14/15	Final Project group work session
05/21/15	Final Project “dress rehearsal”
05/28/15	Final Projects/Papers/Presentations DUE

Grading Components:

Activity **%**

Individual Annotated Bibliography & 2 page Summary	20%
Seminar/Short Course This is a group grade assigned by the class “audience” + instructor	30%
Synthesis of Short Course Material (2-3 pages)	10%
Final Project/Paper/Presentation This a group grade assigned by the instructor, apportioned Written Paper 20% Presentation 20%	40%
Program Assessment Senior Surveys	Ungraded but Required