

CMUN 175: 002 Communication Processes

Fall Semester 2015

T-TH: 11:30-12:45 Cuneo 117

### Scope of Course

This course introduces you to the study of communication as both a practical experience and an academic discipline. Students will examine a number of communication issues and theories that seek to explain and predict the ways in which human construct, adapt, consume, and resist various communication strategies. We will identify basic elements of the communication process, including the nature and function of language and other forms of symbolic interaction. Moreover, we will consider the impact of communication on our perceptions of reality, values, identity and relationships. Finally, we will discuss the inherent ethical dimensions in making communication choices.

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

- Identify specific elements of the communication process and assess their impact on particular communication events
- Critically discuss the influence of and limits on linguistic choices
- Analyze ways in which communication situations are shaped by power, reproduce power, resist power and/or produce power
- Analyze ways in which communication patterns and choices shape individual and group identity
- Analyze ways in which communication patterns and choices shape our understanding of reality
- Identify ethical issues in communication situations and articulate reasons for making ethical choices among realistic alternatives
- Identify different standards of communication effectiveness and argue for the relevance of particular standards in analyzing specific communications

### Faculty

Dr. Bren Ortega Murphy  
Crown Center 118  
773.508.8431

Office Hours: T & TH 1-3pm  
or by appointment  
[bmurphy@luc.edu](mailto:bmurphy@luc.edu)

### Texts

- Weekly reading will be posted through Sakai
- *The Influencing Machine: Brooke Gladstone On the Media* - Gladstone [G]
- *Translations* - Brian Friel
- *Clybourne Park* - Bruce Norris
- *Time Stands Still* - Donald Margolis
- Additional readings may be required and made available
- FB page: Thinking About Communication at LUC

<https://www.facebook.com/pages/Thinking-About-Communication-at-LUC/1416524195251793>

## Evaluation

- **10 quizzes** **20% [2% each]**

Brief in-class quizzes or homework on the texts assigned for that week

Criteria for evaluation: accuracy; lowest grade will be dropped

Purpose is to encourage consistent reading and enable classroom discussion

- **3 examinations** **51% [17% each]**

In-class or take home written examinations based on reading and lecture; format includes short answer, definitions, and T/F justify

Criteria for evaluation: accuracy and coherence

Purpose is to ascertain student understanding of basic principles and concepts

- **1 presentation based on *The Influencing Machine*** **15%**

Presentation on core issues in Gladstone text; format must include visual elements such as images, film clips

Criteria for evaluation: accuracy, clarity, currency, creativity

Purpose is to ascertain student understanding of basic concepts and ability to communicate these to audience of their peers

- **1 play analysis** **14%**

Written commentary on one of the three plays assigned. Analysis should focus on the primary communication issues and how the play grapples with them [as well as in-class performance ]

Criteria for evaluation: relevance of issues discussed, depth of insight, clarity, support

Purpose is to identify communication issues and patterns in a narrative context

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Participation is strongly encouraged. Much of the learning in this class occurs as a result of discussion. Failure to participate deprives all students of potentially beneficial interaction. It also deprives the individual student of certain assignment experiences. Thus, lack of substantive participation in in-class group activities, whether through absence or ill-preparedness will be penalized.

Quizzes are given at the beginning of the class, usually on Tuesdays. Quizzes missed due to absence or lateness CANNOT be made up. However, the lowest quiz score is dropped.

All other late work will be penalized unless *prior* arrangements have been made. I can be contacted through phone, voice mail email, office hours and appointment.

Plagiarism and other forms of academic dishonesty are unacceptable and will be dealt with in accordance with the guidelines stated in the undergraduate studies handbook. You are responsible for understanding what constitutes plagiarism. Penalties range from a grade of zero for the specific assignment involved to failure in the course and notification of the appropriate dean[s] with the possibility of further action.

Proposed Schedule: Fall Semester 2015

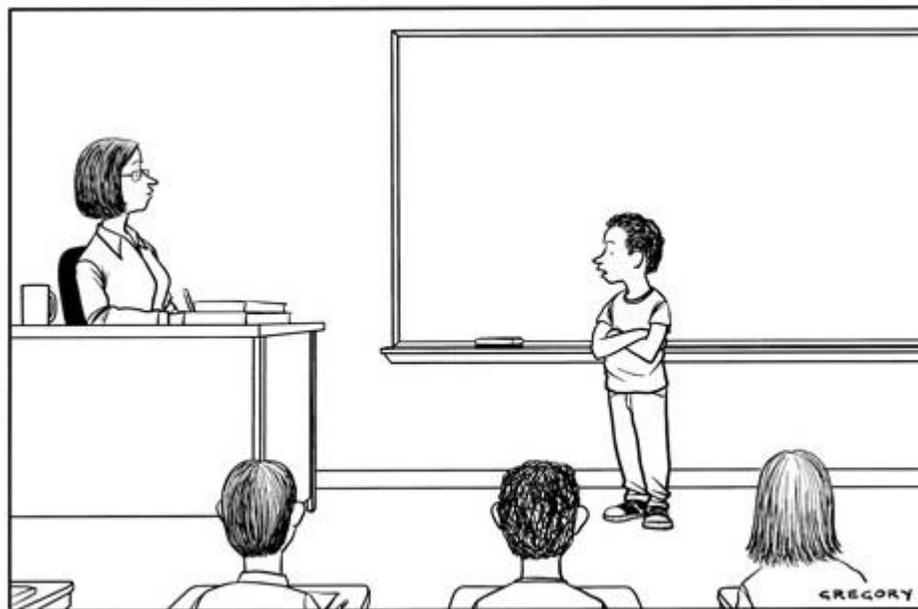
| Week of ...  | Topic                                                                                                             | Reading / Assignments                 |
|--------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| August 24    | Course Introduction & Overview<br>Nature, function & scope of communication<br>Basic communication process models | P, 5-11<br><br>quiz 1                 |
| August 31    | Theories of language<br>Symbolic interaction and structuralism                                                    | P, 13-36<br><br>quiz 2                |
| September 7  | <i>Translations</i>                                                                                               | Freil<br><br><b>Exam #1</b>           |
| September 14 | Communication and "reality"<br>Aristotle, Plato & the Sophists                                                    | P, 37-44<br><br>quiz 3                |
| September 21 | Burke and the "problem" of perspective                                                                            | P, 44-59<br><br>quiz 4                |
| September 28 | The rhetorical situation<br>The "news"                                                                            | P, 60-82<br><br>quiz 5                |
| October 5    | <b>NO CLASS TUESDAY - FALL BREAK</b><br><i>The Influencing Machine</i>                                            | Gladstone<br><br>quiz 6               |
| October 12   | <i>Time Stands Still</i>                                                                                          | Margolis<br><br><b>Exam#2</b>         |
| October 19   | The creation & management of "self"<br>Arenas of identity                                                         | p. 83-98<br><br>quiz 7                |
| October 26   | Evolution of media                                                                                                | <b>Gladstone presentations</b>        |
| November 2   | Communication & class                                                                                             | P, 98-119<br><br>quiz 8               |
| November 9   | Communication & race<br><i>Clybourne Park</i>                                                                     | P, 119-136<br>Norris<br><br>quiz 9    |
| November 16  | Communication & gender                                                                                            | tbd                                   |
| November 23  | Questions of national identity & memory<br><b>NO CLASS TH -THANKSGIVING</b>                                       | P, 137-158<br><br>quiz 10             |
| November 30  | Ethics & Communication                                                                                            | tbd                                   |
| December 16  | Final Exam Period [9-11am]                                                                                        | <b>Play Analysis</b> & <b>Exam #3</b> |

## Mission of Loyola University Chicago

We are Chicago's Jesuit, Catholic University --- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice, and faith.

### Four Themes of a Jesuit Education - Joseph Appleyard, SJ

- God is the hermeneutic horizon of our culture; a constant referent to our pilgrimage...not to be confused with fundamentalist, black and white certainty.
- Knowledge and action are intertwined. The test of our knowledge is action and the wisdom of our action is measured against knowledge. We have a responsibility to both dimensions of life, with ethical inquiry as a constant consideration.
- Education must be derived from and aimed back at experience. Education is an experiential dialogue; the mutual inquiry of student and teacher. A teacher, then, does not dictate knowledge but facilitates and mentors its evolution.
- The outcome of this educational process is inevitably aimed at changing the world along lines of social justice.



*"Anyone following me on Twitter already knows what I did this past summer."*