

Communication and Society: CST 200, Speaking Intensive and Service-Learning Fall 2007

Section 1:	Monday, Wednesday, Friday	9:00 – 9:50 a.m.	Curry 204
Section 2:	Monday, Wednesday, Friday	11:00 – 11:50 a.m.	Curry 204
Section 3:	Monday, Wednesday, Friday	2:00 – 2:50 p.m.	Ferguson 113

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Communication Studies Program Mission Statement

We research, teach, and practice communication to cultivate the ethical voices of people that speak in critical, constructive, and transformative ways to identities, relationships, and communities.

Course Overview

Society today is fraught with challenges that require the collective demonstration of civic responsibility, dialogue, and leadership. It is insufficient to assume that government, corporate America, or any other institutional entity alone can resolve the problems that face us in the 21st century. Instead, this course presumes that individuals, collective action, and institutional support *together* provide a model for the most promising opportunities for civic engagement. This course showcases the role and impact of *communication* in our diverse lives, connecting people from different social, racial, religious, and economic backgrounds.

You will observe and study how people understand and accept each other, work through conflicts, and partner with one another to address social tensions in their communities.

Toward that end, you will explore communication from multiple perspectives with the aim of helping make you a better, more knowledgeable citizen through communication.

Service-Learning

CST 200 is a *service-learning* course. You will be engaged in community service work to receive hands-on experience with an important community issue. During the semester, you will learn how to participate in a community initiative, experience diversity through your participation, and talk about your new learning with confidence. We will work together to identify agencies and programs with activities ranging from direct service to advocacy.

The UNCG Academic Service-Learning Office defines service-learning in the following way: *Service-learning links community action and academic study so that each strengthens the other. Students, faculty, and community partners collaborate to enable students to address community needs, initiate social change, build effective relationships, enhance academic skills, and develop civic literacy. Service-learning encourages critical consideration of the ethical dimensions of community engagement.*

Course Objectives

1. Name, identify, and analyze the basic principles associated with **community, social capital, social identity, dialogue** and **theories of social construction**.
2. Express the relationship between *communication* and *society*.

3. Critically analyze a social issue relevant to our community from a communication perspective.
4. Articulate the role of service-learning in higher education based on your experiences working with a community partner.
5. Distinguish the ethical and social responsibilities of civic engagement in the context of public spaces in a diverse society.
6. Utilize written and oral communication strategies (writing, research, and speaking) to coherently, clearly, and thoughtfully present your ideas.

Required Readings—Texts and Newspapers

Greensboro's *News & Record*

Allen, B. (2004). *Difference matters: Communicating social identity*. Long Grove, IL: Waveland.

Ehrenreich, B. (2001). *Nickel and dimed*. New York: Henry Holt and Co.

Mindich, D. T. Z. (2005). *Tuned out: Why Americans under 40 don't follow the news*. New York: Oxford.

Nhat Hanh, T. (1988). *The heart of understanding*. Berkeley, CA: Parallax Press.

Other Required Readings to be put on UNCG Blackboard

Artz, L. (2001). Critical ethnography for communication studies: Dialogue and social justice in service-learning. *Southern Communication Journal*, 66, 239-250.

Gergen, K. J. (1999). *An invitation to social construction*. Thousand Oaks, Ca: Sage. (Note, we will read chapter 6.)

Illich, I. (1990). To hell with good intentions. In J. C. Kendall & Associates (Eds.), *Combining service and learning: A resource book for community and public service*, pp. 314-320. Raleigh, NC: National Society for Internships and Experiential Education.

Jovanovic, S. (2003). Communication as critical inquiry in service-learning. *Academic Exchange Quarterly*, 7.2, 81-85.

Loeb, P.R. (1999). *Soul of a citizen: Living with conviction in a cynical time*. New York: St. Martin's Griffin. (Note, we will read the introduction and chapters 1-3.)

Pearce, W.B. & Pearce, S.A. (2004). Taking a communication perspective on dialogue. In R. Anderson, L. A. Baxter & K. N. Cissna (Eds.), *Dialogue: Theorizing difference in communication studies*, pp. 39-56. Thousand Oaks, CA: Sage.

Putnam, R. D. (1995). Bowling alone: America's declining social capital. *Journal of Democracy*, 6, 65-78.

Soukup, P. (1999). Service learning in communication: Why? In D. Droge & B. O. Murphy (Eds.), *Voices of strong democracy*, pp. 7-11. Washington, DC.: American Association for Higher Education.

Stengel, R. & Blackman, A. (1996). Bowling together. *Time*, 148, 5, 35.

Stewart, J., Zediker, K. E. & Black, L. (2004). Relationships among philosophies of dialogue. In R. Anderson, L. A. Baxter & K. N. Cissna (Eds.), *Dialogue: Theorizing difference in communication studies*, pp. 21-38. Thousand Oaks, CA: Sage.

Course Requirements & Grading

I will use the definitions from the UNCG Undergraduate Bulletin in evaluating your work. To receive an A in this course, you will need to: demonstrate an excellent knowledge of the readings and discussion; be able to apply that knowledge to your service setting; address critical questions

and issues related to the reading topics and community site; and demonstrate original, creative thought in written and oral forms.

Classroom Learning	
Class discussions and participation	10%
Quizzes	10%
In class assignments, homework, etc.	10%
Community Research	
Service Site Reflections	20%
Civic Discourse Meeting/Interview	10%
Oral Knowledge	
Newspaper/Course Concept Presentations (2)	20%
Final Presentation (including documentation of hours spent at service site)	20%

Grade Scale

A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=below 60% (plus and minus are in thirds of these categories).

Classroom Learning

Part of your grade will reflect the degree to which you contribute consistently, actively, and substantively during class. Thoughtful questions and respectful commentary on another's perspective are encouraged to demonstrate excellent participation. During the course of the semester, you will prepare two 3 page analyses of newspaper articles, applying the concepts from the readings for that week. Quizzes will be used to assess your understanding of the classroom readings.

Community Research

Your time at the community site is a form of field research. You are required to spend 20 hours during the semester in the community. To document your activities, keep a running descriptive log of what you did, where, and how long you were there. You will write two papers in which you draw connection between course concepts and your service-learning experience. In addition, you'll have the opportunity to interview a public official OR attend a public meeting, again linking what you learn in the field with our course readings.

Oral Knowledge

CST 200 is a *Speaking Intensive* course so you will make a number of oral presentations during the semester. Everyone is REQUIRED to visit the Speaking Center in advance of the first graded presentation (*you will need to make an appointment several days in advance*). Failure to visit the Speaking Center will result in lowering your grade 10% for that assignment. I may require you to make additional visits to the Speaking Center if I think that doing so will help you prepare adequately for your presentations.

Your oral knowledge will be assessed as well through daily discussions in class.

<p><i>Remember, this is a communication class, and a speaking intensive one at that. While listening to others is necessary, it is also critical that you practice voicing your ideas.</i></p>

Course Policies and Expectations

1. In addition to reading the materials in preparation for classroom discussions and quizzes you will also need to schedule time for your service activity as research for the course assignments. The service is not “extra” but integral to your learning experience.
2. If at any time you have questions or concern about the course subject matter, assignments, or service activity, please contact me by phone, during office hours, or through email.
3. Your public speaking skills will benefit from practice. The speaking center on campus can help you with your individual needs as well as the final presentation. NOTE: You will need to schedule your appointment with the Speaking Center by calling 256-1346.
4. Writing is a process. Engaging in rewriting enables you to polish your content as well as your style. All written work must be computer-generated and checked carefully for spelling and grammatical errors. The writing center is a resource for you, should you need/want it.
5. All students are expected to adhere to the University’s Academic Integrity Policy (<http://saf.dept.unch.edu80/studisp/Honor.html>).
6. Late work *may* be accepted, but expect that your grade will be substantially lower as a result. You are expected to finish your work early enough to combat the troubles of “disk errors,” “printing problems” or other technological difficulties (to borrow a colleague’s question, aren’t these the modern equivalent of “my dog ate my homework?”).
7. **Be sure to keep electronic and hard copies of everything you turn in for a grade.**
8. If you have any special needs that require accommodation, please let me know early in the semester so that we may develop a plan to meet your learning needs. If you have a disability, you will need to provide documentation from the Disability Services Office (334-5440).
9. I do not expect that all students will agree with each other, or that you will agree with me. However, I do expect that we will listen to each other and demonstrate respect for ideas and the learning process. Our differing backgrounds offer fertile ground on which to discuss different perspectives about our society.
10. Attendance in class is vital. **If you miss more than 3 classes, your course grade will be lowered ONE FULL LETTER GRADE for each additional day you are absent.** If your situation is such that you may have to miss more than 3 classes, you should consider taking this course at another time when you can attend regularly.

COURSE CALENDAR—Fall 2007

This calendar is a work in progress. If changes are warranted, you will be notified in class.

Week 1: Getting to Know the Community

August 20	Course Introduction
August 22	Communication and community as a field of study <i>Read: Tuesday’s News & Record (bring to class)</i>
August 24	Community partners—A Discussion <i>View: Pay it Forward</i>

Week 2: Service-Learning

August 27	What is service learning? Opportunities and challenges. Poems— Community entails... <i>Read: Jovanovic and Soukup (Blackboard)</i>
August 29	Making your life and service COUNT

APA Citation Style and Full Sentence Outlines

Read: Artz (Blackboard)

DUE: Request for community partner—typed essay on your top 3 choices for a community partner and why. What can you contribute and what do you hope to gain?

August 29	UNCG Volunteer Fair at the Fountain, 11:00 a.m. – 2:00 p.m. OPTIONAL
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August 30 or 31	Service-Learning Orientation EUC Kirkland Room— MANDATORY. August 30: 3:30 – 4:30 p.m. August 31: 12:00 – 1:00 p.m.
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August 31 Community Partners and Project Teams
Preparing a full sentence outline
Read: Loeb, Introduction-Chapter 3 (Blackboard)

Weeks 3 -5: Social Identity & Social Construction

September 3 Labor Day

September 5 Communicating Social Identity & Power
Assess your speaking involvement. Identify challenge areas.
Read: Allen, Chapters 1-2
Present in Class: Two minute story of how you are distinguished from others (not a list, a story!). This highlights how, in part, your social identity has developed. Attach full sentence outline.

September 7 Online Quiz #1

September 10 Gender & Race Identity
Read: Allen, Chapters 3-4
Due: Newspaper Analysis—Group A

September 12 Constructing Social Class and Ability
Read: Allen, Chapters 5 & 7
Due: Newspaper Analysis—Group B

September 14 Visit Service Site

September 17 Identity Across the Ages
Read: Allen, Chapters 8
Due: Newspaper Analysis—Group C

September 19 Social Construction, Framing, Linguistic Shading and More
Read: Gergen, chapter 6 (Blackboard)
Due: Newspaper Analysis—Group D

September 21 Online Quiz #2

Week 6: Dialogue

- September 24 Communicating Across Differences
In-class reflection (preparing for the written assignment)
Read: Pearce & Pearce (Blackboard)
View: People Like Us
- September 26 More Dialogue
Read: Stewart, Zediker & Black (Blackboard)
- September 28 Community Engagement Assignment (Quiz #3)—see handout

Weeks 7 & 8: Media and Civic Participation

- October 1 Service Site Stories
Due: Service Site Reflections #1
Due: Part I of Community Engagement Assignment
In-class news quiz for extra credit points
- October 3 The Younger Generation and the News
Read: Mindich, Chapters 1-3
- October 5 Work on Community Engagement Assignment Part II
- October 8 Losing Our Democracy
Read: Mindich, Chapters 4-6
Due: Newspaper Analysis—Group A
Due: Part II of Community Engagement Assignment
- October 10 Tuning Back into the News & Democracy
Read: Mindich, Chapter 7
Due: Newspaper Analysis (paper and presentation)—Group B
- October 12 Online Quiz # 4

Week 9: The Working Poor

- October 15 Fall break, no class.
- October 17 The Discourse of Low-Income Workers
Read: Ehrenreich, Introduction, Chapter 1 & 2
- October 19 The Social Construction of the Lower Class
Read: Ehrenreich, Ch. 3 & Evaluation
Due: Newspaper Analysis—Group C

Week 10: Civics Lessons

- October 22 Election Issues/Candidates—Impact on Social Issue at Service Site
Read: Newspaper
Due: Newspaper Analysis—Group D
- October 24 Election Issues/Candidates—Impact on Social Issues
Read: Newspaper
- October 26 Online Quiz # 5

	Week 11: Social Capital		
October 29	Community Assets Guest Speaker: Anna Simanovich, HandyCapable <i>Read: Bus Journal to p. 30</i>		
October 31	Greensboro's Benchmark Study—Social Capital <i>Read: Bus Journal to p. 60</i>		
November 2	Online Quiz # 6		
	Week 12: Impact and the Difference You Make		
November 5	Service Site Stories <i>Due: Service Site Reflections #2</i>		
November 7	Critical discourse and action research <i>Read: Ilich (Blackboard)</i>		
November 9	<i>Due: Civic Discourse to my office by 3:00 p.m..</i>		
	Week 13: Intercultural Communication & Community		
November 12	Building Community from a perspective of social justice <i>Read: Bus Journal to end</i> Guest Speaker: Author Al Brilliant		
November 14	No class—National Communication Association Conference		
November 16	No class—National Communication Association Conference		
	Week 14: Putting the Pieces Together		
November 19	Community and Connections <i>Read: Hanh</i>		
November 21	Online Quiz #7.		
November 23	Thanksgiving Break		
	Week 15: Reflections		
November 26	Speaking Practice and Feedback		
November 28	Speaking Practice and Feedback.		
November 30	Reflections and corrections—How do we make a difference? <i>Due: Letter to a friend/family member</i>		
	Week 16: Enduring Connections in the Community		
December 3	<i>Final Presentations</i>		
December 5	<i>Final Presentations</i>		
December 7	<i>Final Presentations</i>		
FINAL EXAM	Section 1	Friday, December 14	8:00 – 11:00 a.m.
	Section 2	Monday, December 17	8:00 – 11:00 a.m.
	Section 3	Monday, December 17	Noon – 3:00 p.m.

CST 200 Assignments: Fall 2007

Quizzes

You will have 24 hours (midnight to midnight) to complete the on-line quiz on the day assigned. Be sure you can access your Blackboard Account in advance of the first quiz and seek assistance from the Computer Help Desk as needed to prepare yourself. You will be required to complete all quizzes but the lowest score will be dropped.

Newspaper Analyses

After you have completed the course readings for the day designated, find a newspaper article to which you can integrate the concepts you learned and prepare an oral presentation lasting 3-5 minutes. You'll need an attention-grabbing introduction, thesis, main points, and conclusion. Be prepared to summarize your article, **apply it to the text readings** for the week by identifying and discussing principles/theories/concepts, and be persuasive in your analysis of what this communication means for society. You will be graded on your credibility, competency, and fluency on the newspaper topic and textual readings. Each assignment will be worth 10 points to be allocated as follows:

- * Full Sentence Outline with References in APA Style 2 points
- * Introduction 1 point
- * Article Summary 1 point
- * Text Connection—cite passages and/or pages 3 points
- * Analysis—what is the relationship between communication and society 2 points
- * Conclusion 1 point

Service Site Reflection #1

1. Describe the ways in which your social identity is being shaped and operates at your service site. Reference a critical incident or pattern of interaction with specific detail (regular font) 2 points
2. Discuss how your activities at the service site, and those of others, deal effectively with difference as a positive social force (or not)? Be sure to define and link at least 4 concepts from the text (define, cite page numbers and passages) with your experiences on site (ex: you might discuss discursive practices, femininity/masculinity, white supremacy, institutionalized racism, culture of poverty, interability communication, communication accommodation theory. *(italic font)* 4 points
3. What recommendations do you have for citizens, like you, and your community partner to communicate more effectively at your site in order to understand and value differences? (**bold font**) 2 points
4. Writing and organization. 1 point
5. APA references in proper format. 1 point

Service Site Reflection #2

1. What have been the significant features of your experience as related to one of society's larger social issues (regular font) 2 points
2. How were you able to apply a skill, perspective, or concept related to our academic material? Cite reading, passage, page number. *(italic font)* 4 points
3. What personal strengths/weaknesses has this experience revealed? (**bold**) 2 points
4. Writing and organization. 1 point

5. APA references in proper format. 1 point

Analyzing Civic Discourse

You have the option to attend a city council meeting, county commissioner meeting, or interview an elected or appointed official in Greensboro/Guilford County.

1. Provide a 1-3 paragraph summary of the meeting or interview. What were the key issue(s) raised and discussed? (regular font) 2 points
2. Analyze the meeting/interview by discussing at least one main idea from each of the readings on dialogue, media, social construction or social identity, and service-learning or social capital (and cite!). Provide specific examples from your meeting/interview as data. (*italic font*) 4 points
3. As you reflect on the meeting or interview, what thoughts could you offer to public leaders for building better relationships/communities in Greensboro? What critique and praise would you offer? (**bold font**) 2 points
NOTE: For public meetings, attach an agenda to your journal assignment. For interviews, attach field notes.
4. Writing and organization. 1 point
5. APA references in proper format 1 point

Final Presentations: Communication and Society--A Service Learning Experience

You will have 5-7 minutes to summarize your learning this semester and how it relates to the course themes. **Creativity and depth of insights** will be rewarded.

- Prepare a full sentence outline with an introduction, main points, and conclusion. Be sure to include APA citations in your outline referencing specific concepts/passages/page numbers from readings/movies in class and a reference sheet at the end as well. 10 points
- What larger social issue(s) does your community service learning point to? Provide adequate research on the social issue in your discussion. 20 points
- As you highlight the social issue and your service, what three communication themes/theories discussed in class stand out for you as particularly meaningful? Explain in depth, but concisely and cite readings/research. 30 points
- What “research” as service did you do—hours, activities, role. Attach service log detailing this in writing and signed by your community partner. 10 points
- With your acquired knowledge of the social issue, what would you define as a community’s ethical and social responsibilities here? Additionally, what role, if any, should service-learning in higher education play in addressing the issue? 10 points
- Oral delivery--extemporaneous, dialogic, tone, polish. Be sure to include stories and hard facts in your presentation. Consider creative options, speech aids, etc. 20 points

CITY COUNCIL & COUNTY COMMISSIONER MEETING TIMES

The **Greensboro City Council** meets the **1st & 3rd Tuesdays of the month at 6:00 p.m.** unless advertised otherwise. Audience comments begin at 5:30 p.m. **Contact: 373-2396**
Location: Melvin Municipal Office Building, One Governmental Plaza Greensboro

The **Guilford County Commissioners** meet the **1st and 3rd Thursdays of the month at 6:30 p.m.** **Contact: 641-3351**
Location: Old County Courthouse, 301 West Market Street Greensboro

(NOTE: Call in advance to confirm meeting day/time.)