



**COMMUNICATION AND INTERACTIVE MEDIA SPRING 2015**  
**TUESDAYS AND THURSDAYS 12:30-1:50PM**

**INSTRUCTOR'S INFORMATION**

*Candice L. Edrington*

M.A. Strategic Communication/Public Relations

B.S. Business Administration/Marketing

336.887.3000 X147

[cedrington@laureluniversity.edu](mailto:cedrington@laureluniversity.edu)

**TEACHING PHILOSOPHY**

Communication is inescapable; it's something that we do every day in many forms. Some students are visual learners, while others learn from hands-on experience. I believe that all students can learn when information is presented to them in a relatable manner. The intent is to make all lessons easy to understand and applicable to everyday situations. "Tell me and I forget. Teach me and I remember. Involve me and I learn." -Benjamin Franklin

**PURPOSE OF THE COURSE**

The purpose of this course is to enable students to communicate effectively verbally, nonverbally, and interactively. To achieve this, the Communication and Interactive Media course provides students with the experiential practices necessary to meet the leadership and communication needs of the business world, as well as the communication needs of their personal lives. The goal of this course is to create a fun learning environment that fosters a safe place for students to become effective communicators.

**COURSE DESCRIPTION**

This course is designed to introduce students to the fundamental principles of communication. Students will learn how to be effective communicators in both their personal and professional lives. In this introductory course, students will get hands-on experience with digital forms of engagement while learning how to use a wide range of social media tools. Additionally, students will understand how to develop and implement social media campaigns for PR and self-promotion with minimal to no budget.

**STUDENT LEARNING OUTCOMES**

Upon completion of this course, students will:

- Explain the process of human communication
- Communicate effectively both verbally and nonverbally

- Communicate effectively using a variety of interactive media tools
- Be sensitive to and respectful of cultural differences in communicative and media practices
- Explain how human communication is impacted by interactive media
- Understand the fundamentals of social networking tools
- Understand social media etiquette
- Apply social media practices to enhance their personal brand

### READINGS AND RESOURCES

#### **Required:**

Adler, R. B., Pre', A. & Rodman, G. (2013). *Understanding Human Communication* (12<sup>th</sup> ed). USA: Oxford University Press. ISBN-13: 9780199334322

Deckers, E. & Lacy, K. (2012). *Branding Yourself: How to Use Social Media to Invent or Reinvent Yourself* (2<sup>nd</sup> ed). ISBN-13: 9780789749727

### POLICIES AND EXPECTATIONS

- Successful students attend class prepared. Attendance in class is required and a part of the student's grade. Students are responsible for keeping track of their absences. **No makeup work will be given.** It is the student's responsibility to have assignments turned in ahead of time if they miss a class period. In case of an emergency, please contact the instructor.
- Class assignments are due when outlined in the course schedule. **Assignments will not be accepted late.** If students fail to turn in assignments, their grade will result in a zero for that assignment.
- This course will thrive only if students actively engage in class discussion, as well as virtual discussion. **Participation is a portion of the final grade.** Come to class prepared and with a willing spirit to learn.
- All assignments must be presented in a **neat and professional manner.** Assignments should include a cover page. They should be typed in Times New Roman, 12pt font, and double spaced. Failure to do so will result in point deduction.
- Your full attention is needed to complete this course successfully. **Cell phone use (texting, tweeting, Facebooking, Instagraming, IM'ing, emailing etc.) and misuse of computers (using your computer outside of taking class notes) is prohibited.** Please refrain from doing other work while in class. Lastly, please refrain from side conversations and chatter.

## EVALUATION AND ASSESSMENT

- **Attendance and Participation (15%):** You cannot participate if you are not present in class and being present is not enough. Each student must actively participate in classroom discussion and activities. In order to actively participate, students must come to class on time and prepared. Students must read the assigned chapters and be ready to discuss topics and apply them to in class activities. **{S.L.O 1-8}**
- **Quizzes (15%):** In this class, students will be quizzed on the reading material. Students will be given a quiz to complete at the beginning of class. Once everyone has completed the quiz, the answers will be reviewed before class discussion. There will be a quiz for each chapter. **{S.L.O 1}**
- **Social Media Presentations (15%):** In this class, students will not only learn the fundamental principles of communication, but also the fundamental principles of various social networking tools for professional communication purposes. For this assignment, students will be placed in groups and given a specific social networking site. Once given this site, students will become advocates for this tool. Students are to present this tool as if it were a sales pitch to a company. Tell me which type of business/organization would benefit from this tool, what are the pros and cons of this tool, how much does this tool cost, any other interesting information that you can find on this tool! Make your presentation interesting...**a PowerPoint/Prezi is required. Professional dress the day of the presentation is also required.** The presentation should be 15-20 minutes. **{S.L.O 6-8}**
- **Social Media Group Paper (5%):** For this assignment, each group will write a paper on their assigned social networking tool. This paper should cover background information on the tool, the advantages and disadvantages of using this tool, and information on how this particular tool could be used professionally/personally. Do you recommend using this tool? How does this tool differ from the many other social networking tools that are currently out there? This paper should serve as a summary of your group presentation. **Only one paper per group is required. This paper should be a minimum of five pages.** Information on how this paper should be formatted will be discussed in class. **{S.L.O 6-8}**
- **Conversation Starters (20%):** There will be a Facebook group designed completely for this class by the instructor. In this Facebook group, there will be a topic of discussion posted as a homework assignment. The students

are responsible for logging into the group and responding to the discussion post. Answers to the post should follow the attached grading rubric. Students will also need to respond to at **least two posts** by their classmates. There will be a conversation starter for each chapter. Homework assignments are due the next class period. **{S.L.O 2-5}**

- **Exams (30%):** There will be three exams (10% each) in this course. These exams will assess your overall knowledge and understanding of human communication. These exams are not cumulative. **{S.L.O 1}**

## GRADING

Scale % Percent		Final Grade
96.0-100.0	=	A
94.0-95.9	=	A-
92.0-93.9	=	B+
88.0-91.9	=	B
86.0-87.9	=	B-
83.0-85.9	=	C+
80.0-82.9	=	C
77.0-79.9	=	C-
74.0-76.9	=	D+
70.0-73.9	=	D
67.0-69.9	=	D-
0-66.9	=	F

### **Guidelines for Participating in the *Conversation Starters*:**

Your posts should show that you have read the material in the text as well as your classmates' posts and have applied all of that to the question at hand. You should do more than merely spit back what the text says; you should engage with the material by analyzing and interpreting it. Your posts should be grammatically clear enough not to present anyone with a problem in understanding your point.

Discussions are the way we "participate". It's important that you post thoughtful messages that move the conversation forward in some way. "Yeah, I agree," and "Me, too" are not acceptable postings and will not earn any points. Your participation in discussions can earn you points for each discussion. After the due date for the discussion, you will be graded on your overall participation in that discussion thread. Late posts are welcome for their intellectual value but will not be considered in your grade.

#### **To earn full points:**

- Initial postings are completed early in the week.
- Follow up posts are timely
- Content is complete, on -point, thoughtful and offers new ideas
- Supporting detail is abundant and appropriate (that is, references from the pieces read and/or other sources)
- Content often encourages further discussion on the topic or follows up on others' thoughts
- Postings are characterized by originality, engagement and relevance to the topic
- Postings demonstrate an understanding of the material assigned and familiarity with the ideas of the students partner and group members (in other words, it's obvious that you've read and understood both the required reading assigned and what your peers have written in their postings)

The following chart represents the grading rubric for the *Conversation Starters*:

<u>Points</u>	<u>Skills</u>
9-10	Demonstrates excellence in grasping key concepts; critiques work of others; stimulates discussion; provides sample citations for support of opinions; readily offers new interpretations of discussion material. Ideas are expressed clearly, concisely; uses appropriate vocabulary.
7-8	Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions. Some signs of disorganization with expression; transition wording may be faulty.
5-6	Has mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support. Poor language use garbles much of the message; only an occasional idea surfaces clearly; expression seems disjointed; overuse of the simple sentence and a redundancy with words and commentary; paragraphs often appear unrelated to each other. This student requires constant prompting for contributions.
1-4	A minimal posting of material. Shows no significant understanding of material. Language is mostly incoherent. Does not respond readily to prompting.

<u>Class Period</u>	<u>Discussion Topic</u>	<u>Assignments and Readings</u>
Tues. January 13 <sup>th</sup>	<b>Welcome ☺</b> "Overview of Syllabus"	Read Chapter 1 of Human Comm
Thurs. January 15 <sup>th</sup>	<b>Chapter 1</b> "Human Communication"	Conversation Starter #1 Read Chapter 2 of Human Comm
Tues. January 20 <sup>th</sup>	<b>Chapter 2</b> "Communication and the Self" <b>C.S. #1 DUE</b>	Conversation Starter #2 Read Chapter 3 of Human Comm
Thurs. January 22 <sup>nd</sup>	<b>Chapter 3</b> "Communication and Culture" <b>C.S. #2 DUE</b>	Conversation Starter #3 Read Chapter 5 of Social Media
Tues. January 27 <sup>th</sup>	<b>Twitter</b> "Sharing in the Conversation" <b>C.S. #3 DUE</b>	Read Chapter 4 of Human Comm
Thurs. January 29 <sup>th</sup>	<b>Chapter 4</b> "Language"	Conversation Starter #4 Read Chapter 3 of Social Media
Tues. February 3 <sup>rd</sup>	<b>Blogging</b> "Telling Your Story" <b>C.S. #4 DUE</b>	
Thurs. February 5 <sup>th</sup>	<b>Exam Review</b>	Study Chapters 1-4
Tues. February 10 <sup>th</sup>	<b>Exam #1</b>	Read Chapter 5 of Human Comm
Thurs. February 12 <sup>th</sup>	<b>Chapter 5</b> "Listening"	Conversation Starter #5 Read Chapter 9 of Social Media
Tues. February 17 <sup>th</sup>	<b>SEO</b> "Googling Yourself" <b>C.S. #5 DUE</b>	Read Chapter 6 of Human Comm

Thurs. February 19 <sup>th</sup>	<p><b>Chapter 6</b></p> <p><i>"Nonverbal Communication"</i></p>	<p>Conversation Starter #6</p> <p>Read Chapter 7 of Social Media</p>
Tues. February 24 <sup>th</sup>	<p><b>Pictures</b></p> <p><i>"Say Cheese"</i></p> <p><b>C.S. #6 DUE</b></p>	<p>Read Chapter 7 of Human Comm</p>
Thurs. February 26 <sup>th</sup>	<p><b>Chapter 7</b></p> <p><i>"Understanding Interpersonal Relationships"</i></p>	<p>Conversation Starter #7</p> <p>Read Chapter 6 of Social Media</p>
Tues. March 3 <sup>rd</sup>	<p><b>Facebook</b></p> <p><i>"A Community of Friends"</i></p> <p><b>C.S. #7 DUE</b></p>	<p>Read Chapter 8 of Human Comm</p>
Thurs. March 5 <sup>th</sup>	<p><b>Chapter 8</b></p> <p><i>"Improving Interpersonal Relationships"</i></p>	<p>Conversation Starter #8</p>
Tues. March 17 <sup>th</sup>	<p><b>Exam Review</b></p> <p><b>C.S. #8 DUE</b></p>	<p>Study Chapters 5-8</p>
Thurs. March 19 <sup>th</sup>	<p><b>Exam #2</b></p>	<p>Read Chapter 9 of Human Comm</p>
Tues. March 24 <sup>th</sup>	<p><b>Chapter 9</b></p> <p><i>"Communicating in Groups"</i></p>	<p>Conversation Starter #9</p> <p>Read Chapter 10 of Human Comm</p>
Thurs. March 26 <sup>th</sup>	<p><b>Chapter 10</b></p> <p><i>"Solving Problems in Groups"</i></p> <p><b>C.S. #9 DUE</b></p>	<p>Conversation Starter #10</p> <p>Read Chapter 13 of Social Media</p>
Tues. March 31 <sup>st</sup>	<p><b>Public Speaking</b></p> <p><i>"We Promise You Won't Die"</i></p> <p><b>C.S. #10 DUE</b></p>	<p>Read Chapter 11 of Human Comm</p>
Thurs. April 2 <sup>nd</sup>	<p><b>Chapter 11</b></p> <p><i>"Preparing Speeches"</i></p>	<p>Conversation Starter #11</p> <p>Read Chapter 12 of Human Comm</p>

Tues. April 7 <sup>th</sup>	<p align="center"><b>Chapter 12</b></p> <p align="center"><i>"Organization and Support"</i></p> <p align="center"><b>C.S. #11 DUE</b></p>	Conversation Starter #12
Thurs. April 9 <sup>th</sup>	<p align="center"><b>Group Presentation Workshop</b></p> <p align="center"><b>C.S. #12 DUE</b></p>	
Tues. April 14 <sup>th</sup>	<b>Group Presentations</b>	
Thurs. April 16 <sup>th</sup>	<b>Group Presentations</b>	Read Appendix of Human Comm
Tues. April 21 <sup>st</sup>	<p align="center"><b>Appendix</b></p> <p align="center"><i>"Communicating for Career Success"</i></p>	Read Chapter 1 of Social Media
Thurs. April 23 <sup>rd</sup>	<p align="center"><b>Self-Promotion</b></p> <p align="center"><i>"Welcome to the Party"</i></p>	Read Chapter 12 of Social Media
Tues. April 28 <sup>th</sup>	<p align="center"><b>How to Network</b></p> <p align="center"><i>"Hello My Name Is"</i></p>	Read Chapter 4 of Social Media
Thurs. April 30 <sup>th</sup>	<p align="center"><b>LinkedIN</b></p> <p align="center"><i>"Networking on Steroids"</i></p>	
Tues. May 5 <sup>th</sup>	<b>Exam Review</b>	Study Chapters 9-12
Thurs. May 7 <sup>th</sup>	<b>Exam #3</b>	

STUDENT INFORMATION FORM  
*Please write legibly*

Name:

Address:

Phone:

Email:

Course:

Year:

Semester: