

The History of Communication From Caves to Cyberspace (LIBB 1700 – 280R); LRAP, Fall 2015

T/Th 11:00 – 12:15, Libby 103

Instructor: Dr. Tiel Lundy

email: tiel.lundy@colorado.edu - I return emails Monday through Friday

Voicemail: (303) 332-3039 *Please, no calls after 5:00pm

Office Hours: Tuesdays and Thursdays, 2:00 – 3:00 PM (in Libby 176) and by appointment

Course Description: To be human is to communicate. From the most primal of instincts—simply, survival—to satisfying more cerebral needs, communication has always been a defining feature of humanity. *How* we communicate and the influence our communications have on our social, political, commercial, and intellectual lives is the subject of this course. We will take a historical approach to the study of communication, considering how the emergence of specific technologies—print, film, radio, television, and the Internet—has allowed (forced?) us to negotiate and organize our knowledge of the world.

Required Texts/Reading:

Media Essentials, a Brief Introduction, 2nd edition – Richard Campbell, Christopher R. Martin, and Bettina Fabos
Electronic Handouts available on D2L – students will be responsible for printing off a copy

Additional Required Reading and Listening:

The New York Times – Students will need to obtain a limited membership to the digital *New York Times* and will be asked to contribute to class discussion about news items that are relevant to our class. A free digital membership entitles you to read 10 articles a month. The *Times* also offers students a discounted rate with unlimited access. In addition, I want you to make National Public Radio (NPR) a part of your daily ritual; like the *Times*, it's an excellent source of news.

Desire2Learn: At CU we use the Learning Management System (LMS) Desire2Learn, or D2L. All electronic readings are available on our course D2L site. To log in, go to

<https://learn.colorado.edu/>

You will need to provide your username and password. If you need assistance, please call the IT Service Center at 303-735-4357 (5-HELP) or help@colorado.edu

Assignments	
Weekly Reading Responses	30%
Short Essay	20%
Critical Assessment	10%
Final Exam	20%
Pair & Share	10%
Participation	10%

Important Due Dates:

Short Essay – 10/8

Critical Assessment – 11/12

Final Exam – 12/10

Reading: A quick glance at the schedule will tell you that there is a lot of reading required for this course. We will talk at some length about how to read *critically*, but the main thing I'd like to stress right now is the importance of keeping up with the reading. If you put off doing the reading until late the night before class (or worse, the morning of!), you will not be able to complete it.

Weekly Reading Responses: In order to improve reading comprehension and writing, you will submit electronically short writing assignments every week in response to the assigned reading and any other audio or visual material assigned. These less formal writings need not be argumentative essays, per se, but they should still reflect your best writing skills. I will evaluate them on both content and style. Successful responses will demonstrate a keen understanding of the reading as it pertains to that week's content area.

Weekly Responses are to be submitted electronically to the D2L Dropbox. They are due every week by Friday, 5:00 PM. Late responses will not be accepted, so make sure you've successfully uploaded your file.

Short Essay: Your short essay is to be approximately four to five pages in length (double-spaced). While it may be analytical, descriptive or comparative, the paper should reflect a genuine engagement with the assigned reading, lecture material, and class discussion. All papers will be graded on the quality and substance of the idea as well as the usual writing concerns such as organization, diction, grammar and punctuation. Students who wish to revise and resubmit their short essay following the Critical Assessment may do so; the final grade will be the average of the first one and the revision.

Critical Assessment: Students will write a two-page (500 words) assessment of a peer's short essay. I will provide a detailed handout with more information.

Final Exam: The final exam will be a comprehensive take-home exam, and students will collaborate, working in teams of my making.

Pair & Share: Students will pair up and do a 15-minute presentation on that week's unit. Have fun with these Pair & Shares—the sky's the limit, as they say!

Participation: As another measure of how well students are keeping up with the readings and screenings, I will call on individuals randomly; if I happen to catch you at a bad time (e.g., you're fantasizing about the Broncos), you may pass, but I will return to you later in the class period and call on you again. Students will earn participation points by demonstrating that they viewed the movie and/or did the reading. Other ways of participating include the following: making thoughtful and informed contributions to the discussion; coming to class meetings and screenings regularly; arriving on time, and staying for the entire class period; always having the reading in hard-copy format; being a respectful listener; being a generally good citizen of the class.

Late Papers and Exams: All papers and exams are due at the BEGINNING OF CLASS. Any paper/exam that is not turned in at that time will be considered late and will be marked down ten points each day. Papers/exams not turned in within two business days of the due date will not be accepted. Except under unusual circumstances (e.g., you are very, very ill) **I do not accept papers/exams via email or fax; only "hard copies" will be accepted.**

Textbooks and Misc. Reading Materials: You are required to bring your textbooks and other required readings to class every single day. Readings available on D2L **must be printed out.** This last point is very important, so I will repeat it: You **MUST** come to class with the reading—whether it be from the book or from a D2L source—in hard-copy format.

Electronic Devices: Technology's impact on human communication cannot be overstated, and it makes sense for a communications course to incorporate useful devices such as smart phones, tablets, and laptops. We all know, however, that texting, emailing, web-surfing can also be distracting and a hindrance to learning. Thus, I require that students turn off and put away all electronic devices prior to entering the classroom. On occasion, I may ask you to use your phone (or whatever) for a classroom activity, but unless I ask you to take it out, I do not want to hear or see it.

Attendance and Tardiness: Your regular attendance is essential to your success in this class. That said, people get sick, and emergencies sometimes happen. Thus, everybody gets two "freebies"—absences that do not count against you. In order to get credit for attending class, you will be required to be in class on-time and to stay there for the whole

of the period. Please do not schedule doctor appointments and the like during class time; similarly, any travel plans should not interfere with class. Finally, I do not distinguish between “excused” and “unexcused” absences, so you need not give me a note from your doctor. I reserve the right to make an exception for unusual circumstances; documentation may be required.

Additional Notes on Classroom Policies and Etiquette: Creating a productive classroom culture requires that we’re all mentally and physically present. Do your best to avoid leaving the classroom in the middle of class. We’re all adults, and I’m not going to require you to ask permission to use the restroom, for example, but frequent ups and downs, comings and goings, are a distraction. Before you enter the classroom, make sure you have your textbook and any other course materials, use the restroom, fill your water bottle, and complete all phone conversations. Students should not leave the classroom to make or accept a phone call unless it is an emergency and they have notified me at the beginning of class.

Note about Violent and/or Sexual Content: Some of the films, TV, and audio texts we will be studying are for mature audiences and include violent and/or sexual content. Students who suspect they will have trouble with these texts and with participating in academically appropriate class discussions may wish to find a different course.

Course Grading Scale

93 +	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	- 59	F

Course Schedule (subject to change): NOTE: The reading schedule indicates the dates by which reading assignments must be completed *before* class.

Week 1	
8/25	Introductions; syllabus “Surviving Your First Year Of College: A Primer” (handout); “Twenty Tips for Writers” (handout)
8/27	Clay, Shirky, “Why Clay Shirky Banned Laptops, Tablets and Phones From His Classroom” (D2L); “How to Mark a Book, Mortimer Adler (handout)”
Week 2	
9/1	SPEECH Reading: Ch. 1, “Mass Communication: A Critical Approach,” pp. 3 - 31 Independent Screening: “Hush,” <i>Buffy the Vampire Slayer</i> (season 4, episode 10); available on Netflix – to be completed for class on 9/1
9/3	
Week 3	
9/8	PRINT Reading: Ch. 2, “Books and the Power of Print,” pp. 33 – 59; “The Origins of ABC” (D2L)
9/10	

	Week 4
9/15	PRINT, continued Reading: Rachel Grate, "Science Has Great News for People Who Read Actual Books" (D2L)
9/17	Chip Kidd's TED Talk: "Designing Books is No Laughing Matter" (in class)
	Week 5
9/22	NEWS Reading: Ch. 3, "Newspapers: The Rise and Decline of Modern Journalism," pp. 61 – 93; Ch. 4, "Magazines in the Age of Specialization," pp. 95 - 125
9/24	
	Week 6
9/29	SOUND Reading: Ch. 5, "Sound Recording and Popular Music," pp. 127 – 159; Ch. 6, "Popular Radio and the Origins of Broadcasting," pp. 161 – 191 Orson Welles's "War of the Worlds" broadcast, 1938 (in class)
10/1	George Carlin, "Seven Words You Can Never Say on [Radio]" – in class Peer Workshop for Short Essay (due 10/8) – You will need to bring TWO (2) copies of your working draft.
	Week 7
10/6	MOVIES Reading: Ch. 7, "Movies and the Impact of Images," pp. 193 - 223
10/8	clip from <i>Singin' in the Rain</i> (in class) ➤ Short Essay Due
	Week 8
10/13	MOVIES, continued Note: We will be discussing a scene from Christopher Nolan's film <i>The Dark Knight</i> (2008). I'm assuming that most students have seen the film, but if you haven't, you may wish to watch it ahead of time.
10/15	Jim Emerson, "In the Cut, Part I: Shots in the Dark" (D2L; Scanners.com) – We will watch this in class
	Week 9
10/20	TELEVISION Reading: Ch. 8, "Television, Cable, and Specialization in Visual Culture, pp. 225 - 261
10/22	
	Week 10
10/27	ADVERTISING Reading: Ch. 11, "Advertising and Commercial Culture," pp. 321 – 353
10/29	<i>Mad Men</i> clip (in class)
	Week 11
11/3	ADVERTISING, continued
11/5	I will be out of town for a conference, but students will still meet and perform an in-class assignment.

	Week 12
11/10	INTERNET Reading: Ch. 9, "The Internet and New Technologies: The Media Converge," pp. 263 – 289; "As We May Think" (D2L)
11/12	➤ Critical Assessment Due
	Week 13
11/17	INTERNET, continued Reading: "Men, Machines, and the World About" (D2L); "The Mother of All Demos" (D2L) – you don't have to print out "The Mother"; just take a look at it.
11/19	
	Week 14
11/24	INTERNET, continued Reading: Ch. 10, "Electronic Gaming and the Media Playground," pp. 291 - 319
11/26	
	Week 15
12/1	MEDIA and SOCIETY Reading: Ch. 16, "Social Scientific and Cultural Approaches to Media Research," pp. 477 - 501
12/3	<i>Black Mirror</i> , (a BBC production available on Netflix) – We will watch this in class; episode TBD Final Take-home Exam handed out
	Week 16
12/8	Work on exam in class
12/10	➤ Final Exam Due
	Week 17
	TBD

University of Colorado Policies

Accommodations for Disabilities:

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

Religious Observances:

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with

all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. For more information go to http://www.colorado.edu/policies/fac_relig.html

Classroom Behavior:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment:

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh/>

Academic Integrity:

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://honorcode.colorado.edu>