

CMST 291: Communication Ethics and Diversity

Spring 2014

Winona State University

Contact Information

Instructor

Dr. Tammy Swenson Lepper
(You may call me Dr. Lepper or
Dr. L)

Office and Office Hours

204 PAC
MW: 1-3; T/TH: 11-2

Note: As chair of the Com Studies Dept., there will be meetings I must attend during office hours. To ensure a meeting time, please set up an appointment.

Phone

Office: 457-5246. The best way to reach me is via e-mail.

Home: 474-7853. Feel free to call me at home if you have questions or concerns. Please call only between 9:00 a.m. and 9:00 p.m.

E-mail Address

tswensonlepper@winona.edu

Required Readings

Neher, W. W., & Sandin, P. J., (2007). *Communicating ethically: Character, duties, consequences, and relationships*. Boston: Allyn and Bacon.

Readings, online in D2L

Class Meets

MW: 3:00-4:20; PAC221

Pre-Requisites

None

Course Description

A study of the communication and culture of groups from outside of the United States or of co-cultural groups within the United States. Specifically, this class will look at how communication ethics are affected by cultural groups. Cultural groups are broadly defined to include ethnicity, race, age, gender and other factors that may provide groups with unique perspectives.

Student Learning Outcomes

The guiding mission of this course is to attain knowledge and awareness you will continue to use 5 years from now. To help us achieve long-lasting benefit from our time together, we will pursue the following learning objectives.

Global Objectives:

To foster critical thinking skills through writing and speaking.

Learning Objectives:

In this class we will be discussing many questions. By the end of the semester, you will have developed a more complex understanding of the following questions (note: I didn't say we would find answers!):

1. What is diversity?
2. What is "communication ethics"? What are some approaches to communication ethics? How are these approaches related to or affected by diversity and/or how do these approaches affect diversity?
3. What are some contexts where communication ethics and diversity are particularly important?
4. What is your personal code of ethics, particularly as it relates to communication ethics and diversity? How is your code of ethics similar to and different from those of your peers? How is your code of ethics supported by ethical theories?
5. To learn about these concepts through hands-on interaction with the material. Pike, in his *Creative Training Techniques Handbook, Tips, Tactics and How-To's for Delivering Effective Training* (Lakewood Books, 1989, Minneapolis, MN, p. 153), explains the importance of performing skills yourself. He states that when we make an effort to learn, we generally retain
 - 10% of what we read
 - 20% of what we hear
 - 30% of what we read and hear & 30% of what we see
 - 50% of what we see and hear
 - 70% of what we say and
 - 90% of what we teach or do

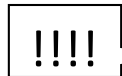
Extra Point Opportunities

You may earn 1 percent of the course's total points by having perfect attendance, with no tardies, no excused absences. Other extra credit opportunities will be announced in class. You may earn no more than 3% of the course points through extra credit opportunities (approximately 24 points).

Method of Instruction

This is not a lecture course. I believe the classroom should be a dynamic place of discovery and growth. Therefore, instead of listening passively, you will spend a significant portion of class time taking part in learning activities, experimenting with new ideas, developing skills, and working with your classmates to understand and apply ethical perspectives. Creating an active learning environment requires two things from each of us:

1. We must all arrive prepared and well informed. Please set aside time outside of class to carefully and thoughtfully read the assigned material.
2. We must be comfortable experimenting and trying out new ideas. The majority of in-class activities are not graded based on a set outcome. Instead, you will be graded on how enthusiastically you approach learning opportunities, suggest new ideas, support and encourage your classmates, and apply information and activities to life-world situations.



Course Policies

Be a professional – meet every deadline, be on time, be honest. The following policies will be enforced in this course:

1. **Late Work:** All work is due at the beginning of the class listed in the syllabus (within the first 10 minutes of class). Being there on time is half the battle!

To reward a “Make It Happen” attitude, the following policies will be enforced in this course:

- Work submitted more than 10 minutes after class begins will be penalized 50%.
 - Work will not be accepted after the class period in which it is due.
 - If you are required to miss class on the day work is due, you must submit it early or send it with someone else. Deadlines apply even when you cannot be there.
 - No make-up exams or presentations will be allowed. If you do not deliver your presentation on the assigned day, you will receive a zero.
 - Live by the 24-hour rule – have your work done 24 hours in advance so that you will not receive a zero because of a faulty printer, a failed computer, or other last minute crisis.
2. **Attendance:** As in the “real world,” success in this course depends on how prepared you are and how willing you are to share ideas and take part in activities and assignments. Consequently, attendance is imperative. This course is based on communication and we cannot communicate if you are not present. Two absences are acceptable.
 - If you are absent on a day when you are due to present, and we have not agreed in advance that you should present on another day, you will receive a zero for the assignment.
 - If you are absent on the day of a minitest, you will receive a zero.
 - If you are absent on a presentation day when you are not presenting, your absence will count as two unexcused absences.
 - Acceptable reasons for late assignments or missed classes are serious personal illness, with doctor's note, family crisis such as an ill child, death of a relative or close friend, or other unavoidable problems you have discussed with me, and you *must provide appropriate documentation*. Most importantly, we must discuss your reason and agree that it merits an excuse **before** you miss class or reschedule exams or speeches. **Each absence in excess of two will result in a loss of three percent of your final grade.**
- Each late arrival or early departure in excess of two will result in the loss of one percent of your final grade.
 - It is your responsibility to get the information from a classmate you miss during an absence, including any assignments made during that time. I will not re-lecture during my office hours or provide you with a copy of my lecture notes.

As long as the differences and diversities of mankind exist, democracy must allow for compromise, for accommodation, and for the recognition of differences.
-Eugene McCarthy

Minitest Appeals

Think and analyze! After completing the group minitest, your group is invited to review the questions using your book and notes. You may appeal any question on the minitest using the following guidelines:

1. *The entire group must file the appeal. Individual appeals will not be accepted.*
2. *The appeal must be submitted in writing to be reviewed by the instructor after class.*
3. *The appeal must list a specific question and cite specific reasons (including page numbers from the book) for the appeal.*

If an appeal is granted, the group and individual members will be given credit. Members of other groups will not be given credit for appeals they do not submit.

Plagiarism Warning

*If you use the words or ideas of someone else, you **must** cite the original source of information in your written and spoken work, including your speeches and essays. If you do not cite your sources, you will be plagiarizing. Copying someone else's words or ideas without giving that person credit is a very serious offense.*

Written work should be typed, double spaced, and ***stapled***. Assignments must be written in APA style and should include a title page. It is important that you know how to write well; writing well will make you more successful in any career. Writing assignments will be docked significantly if they do not use appropriate spelling, grammar, sentence and paragraph structure, and style.

3. **Class Participation:** You are expected to participate in this class and will be graded on your participation. Also note the following:
 - You will be exposed to many divergent views during this class; after all, it is primarily experiential learning. Please respect everyone's point of view, even if it is contrary to your own. You don't have to agree with everyone (including me!), but you do have to be willing to listen.
 - You should try to participate at least once per class. Remember, you can over-participate, too. That means you should try to participate at least once but probably no more than four or five times per class discussion.
 - **Laptops, cellphones, and iPads should be put away unless required for class. You won't learn much if you're texting, using Facebook, or surfing.**
4. **Academic conduct/plagiarism policy.** I strongly believe that academic misconduct hurts you as a student, your peers, the university, and me. Therefore, in this course academic dishonesty will not be tolerated, and will result in a lowered or failing grade for the assignment or the course, depending on the situation. Academic dishonesty includes:
 - using material without appropriately citing its source (doing this will result, at minimum, in a considerably lowered grade on the assignment) See details about this in another part of the syllabus.
 - cheating on an assignment or exam (doing this will result, at minimum, in a failing grade in the course)
 - interfering with another student's learning (after one warning, this will result in a failing grade in the course).
5. **Incompletes:** Only under extreme circumstances or emergencies will I give an incomplete. Incompletes require documentation for consideration and must be arranged in advance with the instructor. If you do not arrange an incomplete, I will assume that you accept the grade you would be assigned given your total points at the end of the semester.
6. **Complaints about Grades:** If necessary, complaints about grades must occur within one week after you receive the grade. All complaints must be typed and submitted on paper or via e-mail before they will be considered. Make sure to carefully re-read the assignment and the grading criteria before making a grade complaint. Refer directly to the grading criteria in your complaint.
7. **Communication Devices:** Please turn off your cell phones and laptops during class, unless required for the course work, as they will disturb other class members; not doing so will qualify as interfering with another student's learning.

Plagiarism Warning, Con't.

If I suspect you have plagiarized, I will ask to see the sources of your information and you won't receive a grade until I have verified the source of every idea in question. If you have copied someone else's words or ideas without giving appropriate credit, I will follow the procedures set forth in the undergraduate catalog. The official who hears your case may choose to give you a failing grade in the course or suspend you from school. Because of the serious nature of the offense, I will recommend that you be suspended from school.

Quoting Vs. Paraphrasing

As you prepare your work, keep in mind the following advice:

- *If you use a source's exact words, you must present the words in quotation marks. (Use direct quotes sparingly.)*
- *Unless the information is common knowledge, give the source credit even when you are paraphrasing (not directly quoting) a source's words. It is better to over-cite sources than to under-cite. Don't assume ideas are common knowledge just because you know them!*
- *Paraphrasing means more than changing a few words. For example, if the author writes "It will be essential to consider the impact of communication on financial performance," it is NOT sufficient to write "It will be important to think about the impact of communication on fiscal performance."*

Synthesize your ideas and express them in your own unique way.

When in doubt, CITE YOUR SOURCES!!!!

Course Assignments

Individual Work

Individual work will consist of the following components: minitests, in-class assignments, online modules, exams, and the reflection project. For more details about the assignments, see the grading criteria and assignment sheets in the Course Packet on D2L.

Minitests will occur each time new reading is due. Each one will cover the basic concepts of the chapters or packet and consist of 10 questions (multiple choice, true/false, and matching). **You must be in class to take the minitest.**

In-class assignments/participation will vary depending on the course material covered, but will include a syllabus quiz and a self-introduction questionnaire. Both are found on D2L. Submit by the deadline to earn 5 points each.

Online modules cover basic expectations for college courses. You must complete both modules to earn any points on any assignments in the course. **All must be completed, with a perfect score on the academic integrity module and a 70% on the APA module, prior to the first blog submission.** You can take them as many times as you need to.

Exams will occur twice during the semester. They may consist of multiple choice, true/false, matching, and essay questions. You will receive a study guide in advance and information about what type of exam you can expect.

The reflection project will be the major assignment of the semester. For this project, you will work in groups with a partner organization where you will plan an event or do another service for them. You will reflect on those experiences via your group's blog and you will summarize your personal findings in a final research project.

Group Work

Group work will consist of four components: minitests, in-class assignments, group blog, and the group presentation. For more details about the assignments, see the grading criteria and assignment sheets in the Course Packet on D2L.

Minitests will occur every time new reading is due for class. After completing your individual minitest, you will gather with your group, where you will complete the same minitest (10 questions, ½ point each) with the help of your team members (no books or notes). The object is to share your knowledge and understanding of the subject matter. You will find that your group performs best if you encourage each member to contribute to the discussion. You may not make up a group minitest because of absence or tardiness, but I will drop your lowest group minitest grade at the end of the semester.

In-class assignments will vary depending on the course material covered. These scores reflect your willingness to participate and your punctuality and attendance in class. Therefore, they cannot be made up because of absence or tardiness.

For the group blog assignment, you and your group will make regular postings about your reflection project. For more details about this assignment, see the course packet.

The group presentation will be about your group blog and service assignment.

Grading Scale

Email Etiquette

When emailing a professor (or anyone, for that matter), make sure that you do the following: 1) Try to find the information for yourself. Is it in the syllabus? The course packet? On D2L? Don't ask a question you can answer yourself. 2) Put a clear subject in the subject line. Don't put "hi" or your name. If you are wondering about an assignment, write something like "Question about First Group Project." Ensuring that you have a clear subject line will serve you well as a student and in your professional life.

We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.
--Jimmy Carter

Grading

Final grades are based on an absolute point total established by the instructor. Your final grade is a function of the number of points earned in the course divided by the total number of points, yielding a percentage. The scale shown below is used to compute final grades. Borderline grades may, at the discretion of the instructor, receive the next higher grade. Borderline cases are defined as scores within three (and only three) points of the next highest grade. You will be given the higher grade based upon your attitude, participation, and improvement on assignments.

% Scale	Grade	Guidelines
100-90	A	Exceptional work, inspired, rare. Achievement that is outstanding relative to the level necessary to meet course requirements.
89-80	B	Strong, consistent work, insightful. Achievement that is significantly above what is required for the course.
79-70	C	Basic, adequate work <u>fulfilling all requirements</u> .
69-60	D	Below par, revealing minimal participation/knowledge. Achievement that is worthy of credit, even though it does not meet course requirements.
59-50	F	Achievement not worthy of credit. Will be given for no shows and didn't knows.
	S	Satisfactory, at least C work
	N	Unsatisfactory, D or below
	I	Will be given only in the rarest of circumstances. A grade of 'I' will be only with advance notification and agreement between instructor and student. 'I' must be made up by the middle of the following semester.

Course Points		
Individual Assignments	Points	Your Score
Reflection Project	150	
In-class assignments	30	
Online modules (2@25 pts. each)	50	
Group Assignments		
In-class assignments	25	
Group blog assignment (4 @ approx. 40 pts each)	160	
Group presentation	75	
Minitests and Exams:		
24 individual minitests @ 10 points each (drop 4)	200	
24 group minitests @ 5 points each (drop 4)	100	
Two Exams (60 points each)	120	
TOTAL POINTS FOR COURSE (approximate)	910	

Budgeting Your Time

As you look over the schedule, this course may look overwhelming. However, if you budget your time well, you will learn a lot in this class and contribute to the community. The general rule of thumb is that students should spend 2 to 3 hours a week outside of class per unit credit. That means you would spend 6 to 9 hours per week on a 3-credit-hour course such as this one. Following is a handy guide for budgeting your time:

Average Hours Per Week Outside of Class				
Reading Time	Team Project Time	Individual Assignments	Remaining time to devote as you see fit	Total
2 hours	2-3 hours	1-2 hour	0-3 hours	6-9 hours

Firing a Group Member

Your group is allowed to ‘fire’ an unproductive group member under the following circumstances:

1. The group member has failed to attend numerous group meetings.
2. The group member has not done his/her share of the work.
3. Every member of the group agrees that the member ought to be fired.
4. The group has first talked to the group member to determine if there are extenuating circumstances.
5. Before a group member can be ‘fired,’ you must talk to me and demonstrate that this action is appropriate.

“Firing” a group member means the fired member will fail this class. Make sure you do **everything** possible to restore good working relationships. “Firing” a group member is a very rare occurrence, so think carefully about it.

Inclusive Excellence

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU’s community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Campus Resources

- Two good places to help you find resources of all kinds on campus are Student Support Services and the Inclusion and Diversity Office. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources. Student Support Services is in Krueger Library 220, and they can be reached at 457-5465. (<http://www.winona.edu/studentssupportservices/>) The Inclusion and Diversity Office is in Kryzsko Commons Room 236, and they can be reached at 457-5595. (<http://www.winona.edu/culturaldiversity/>)
- If you have a disability, Access Services can document it for your professors and facilitate accommodation. Their office is in Maxwell Hall 314; they can be reached at 457-5878. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, you are encouraged to visit Disability Services as soon as possible. (<http://www.winona.edu/accessservices/>)
- College can be very stressful. Counseling and Wellness Services are there to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others. Their office is located in Integrated Wellness Complex; they can be reached at 457-5330. (<http://www.winona.edu/counselingcenter/>)
- For help with understanding the concepts of a particular class or understanding the requirements of an assignment, Tutoring Services offers three types of tutoring: drop-in appointments, 1-on-1 tutoring, and group sessions. You can visit them in the Library in room 220, or go on-line and use the TutorTrac program to schedule a session. (<http://www.winona.edu/tutoring/>)
 - For help with writing and the development of papers, the English department’s Writing Center is available to students and staffed by trained graduate students pursuing their Master’s degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505. (<http://www.winona.edu/writingcenter/>)
 - For help specifically with understanding math concepts and solving math problems, the Math Achievement Center (MAC) is staffed with friendly undergraduate tutors who will help you work through difficult material. The MAC, located in Tau 313, provides free tutoring for all students in math, statistics, or math education courses.
- The GLBTA Advocate is responsible for documenting homophobic and transphobic incidents on campus and working with the appropriate channels to resolve these incidents. In addition, the advocate can direct people to GLBT resources on campus and in Winona. Contact the Counseling Center for the name and number of the current GLBTA Advocate. 457-5330 (<http://www.winona.edu/counselingcenter/>)
- Advising and Retention, Maxwell Hall, 3rd Floor, 457-5600 (<http://www.winona.edu/advising/>) Don’t know who your advisor or is need help with basic advising questions? Contact Advising Services.

Schedule

(Subject to change. If changes are made, you'll be notified in class.)

Day	Class Plan	Readings	Deadlines
January 13	Introduction to the course		
15	What is diversity?	*Online	Syllabus Quiz; Self-introduction Questionnaire (online, do <u>be-</u> <u>fore</u> class)
20	No class – Martin Luther King, Jr., Day		
22	Review of assignments/Setting up your blog/Continue discussion of diversity	Course Packet	Course Packet Minitest (online, take <u>in</u> class)
27	What is diversity?	Online	
29	What are communication ethics?	Chapter 1	
February 3	Why communication ethics and diversity are important NOW (hate groups, civility/incivility)	Online	Online Modules: APA Style, Academic Integrity. Complete related quizzes <u>before</u> this class.
5	Approaches to communication ethics: Character	Chapter 2	
10	Character	Online	
12	Duties	Chapter 3	Group Blog 1 review on February 12 Group Blog 1 due by 4 p.m. on Friday, February 21
17	Duties	Online	
19	Assessment Day		
24	Consequences	Chapter 4	
26	Consequences	Online	
March 3	Relationships	Chapter 5	
5	Relationships	Online	
10	Spring Break		
12	Spring Break		
17	Contemporary approaches	Chapter 6	
19	Exam 1 (Believe it or not, this is half way through the content of the course)		Group Blog 2 due by 4 p.m. on Friday, March 21
24	Contemporary approaches	Online	
26	Communication ethics and diversity in different settings: Interpersonal relationships	Chapter 7	
31	Interpersonal relationships	Online	
April 2	Political communication	Chapter 11	
7	Political communication	Online	
9	Diversity contexts	Chapter 8	Group Blog 3 due by 4 p.m. on Friday, April 11
14	Disability	Chapter 9	
16	Mass communication	Chapter 10	
21	Communication technology	Chapter 13	
23	Communication technology	Online	Group Blog 4 due by 4 p.m. on Friday, April 25
28	Capstone	Chapter 14	
30	Exam 2		
May 5	Final group presentations, 3:30-5:30 p.m.		Final Projects Due

*For all online readings, go to D2L for links. Look under "Content"

It is easy enough to be friendly to one's friends. But to befriend the one who regards himself as your enemy is the quintessence of true religion. The other is mere business.

-- Mohandas K. Gandhi