

Point Loma Nazarene University
Department of Communication Studies
COM 4085-1 Communication, Values, and Society
Fall Semester, 2022, 2.0 Units

Professor: Walter O. Williams, Ph.D. wwilliam@pointloma.edu	Office: Cabrillo 207
Office Hours: M/R 12 – 2:30 pm, or by appt.	Phone: 849-2724
Final Exam Schedule: Thursday, December 15 4:30 pm – 7:00 pm	
Meeting Days: Thursdays 3:00 pm – 4:40 pm	Room: Cabrillo 101

EXORDIUM

Of all things the measure is man, of things that are that they are, and of things that are not that they are not.
 (Protagoras)

He who asks questions is a fool for five minutes; he who does not ask a question is a fool forever.
 (Chinese proverb)

The fear of the Lord is the beginning of wisdom.
 (Proverbs)

Man is a prisoner who has no right to open the door to his prison and run away.
 (Plato)

Let us eat and drink, for tomorrow we shall die.
 (ancient Egyptian saying)

Carpe diem, quam minimum credula postero.
 (Horace)

This above all, to thine own self be true.
 (Shakespeare)

Honesty is for the most part less profitable than dishonesty.
 (Plato)

A lie told often enough becomes truth.
 (Lenin)

It is the man's own mind, not his enemy or foe, that lures him to evil ways.
 (Buddha)

What a piece of work is a man!
 how noble in reason!
 how infinite in faculty!
 in form and moving how express and admirable.
 in action how like an angel!
 in apprehension, how like a god!
 (Shakespeare)

What is man that thou art mindful of him,
 and the son of man that thou dost care for him?
 Yet thou hast made him little less than God,
 and dost crown him with glory and honor.
 Thou hast given him dominion over
 the works of thy hands;
 thou hast put all things under his feet, . . .
 (King David)

Do unto others as you would have them do unto you.
 (Jesus)

PLNU Mission To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

Senior seminar series focused on value-driven approaches to communication, applying a Christian perspective to real world contexts. Required of all majors in the department.

Course Learning Outcomes

1. *Students will consider the responsible and ethical practice of their disciplines in the community at large.*
2. *Students will display communication competence both verbally and nonverbally.*
3. *Students will pass a comprehensive oral examination.*

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

Student Responsibility:

It is the student's responsibility to maintain his/her class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), the student, not the instructor, has the responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university). Simply ceasing to attend this course or failing to follow through to arrange for a change of registration (drop/add) will result in a grade of F on the official transcript.

Spiritual Care:

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the Office of Student Life and Formation.

PLNU Academic Accommodations Policy:

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

PLNU Copyright Policy:

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

State Authorization:

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

OVERVIEW

What does it mean to be a human, a communicator, and a Christian? Symbolic interaction, or language usage, plays an integral role in our understanding of our selves and why we do what we do. The language of the exordium quotations is essential in constructing reality according to many different culturally and temporally situated perspectives. Each represents a particular ethos. It is important that we each understand our own perspectives, our own *ethea*, within the context of our chosen fields of communication endeavor. As we enter the 21st century marketplace of ideas, it is imperative that we learn to identify the myriad global perspectives under which humans initiate communication actions. To that end, the major portion of this course is devoted to the examination of the perspectives, or the spheres of influence through which we interpret our social environments and ourselves, and how those influences affect our communication actions. I intend the course to posit relevant questions regarding life experiences and the meanings we derive from them, and to encourage you to examine and express those ideas/answers in a cogent and compelling manner.

COURSE PROCEDURES

- This course will be modeled as a seminar oriented toward the Socratic/dialogic approach. This is not, in other words, a lecture course. I will act as a moderator, a facilitator, a primer of the pump, if you will. It is essential that you all actively participate in class discussions. In other words, the more you participate in the discussion the greater your benefit. You must, therefore, **read the material** and be prepared not only critically to discuss it, but to relate it to your own experience as well.
- Because we represent a number of distinct but related areas of the communication arts (i.e., Organizational & Management Communication, Media Communication, Applied Communication, Mass Communication, Societal Communication, Theatre, Rhetoric, etc.), we will adopt an interdisciplinary approach to knowledge. Interdisciplinarity may be defined as "a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single track, discipline, or profession" (Thompson & Newell, 1998). Interdisciplinary learning may then be defined as "inquiries which critically draw upon two or more disciplines and which lead to an integration of disciplinary insights" (Newell & Green 1998).

REQUIRED BOOKS:

Buber, Martin. I and Thou. New York: Charles Scribner's Sons, 1970.

Buechner, Frederick. Telling the Truth: The Gospel as Tragedy, Comedy & Fairy Tale. San Francisco: Harper, 1977.

Lewis, C. S. The Abolition of Man: How Education Develops Man's Sense of Morality. New York: Macmillan, 1955.

O'Connor, Flannery. Mystery and Manners: Occasional Prose. New York: Farrar Straus Giroux, 1969.

Percy, Walker. The Message in the Bottle: How Queer Man is, How Queer Language Is, and What One Has to Do With the Other. New York: Picador, 1975.

Said, Edward. Representations of the Intellectual. New York: Vintage Books, 1994.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their

coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

COURSE REQUIREMENTS

1. Each of you will be responsible for one presentation (35 minutes for a double, 25 minutes for a single). The presentations should be creative, but include several components:
 - a. A discussion of the author (This only applies to the first presentation per book*) with **sensory aid(s)** of the author (e.g., TV clips, film clips, recorded interviews, etc.) that both **contextualizes** him/her in an historical setting and **draws inferences** as to how that context influenced him/her.
 - b. An insightful **synthesis** of the reading's main points. Start with the understanding that all your classmates have read the material, so please don't try to "teach" it. Also, please don't present an outline of the material; rather, personalize your take on the ideas/arguments of the author and present them to us in a dialogic manner (what is he or she saying to me here and now).
 - c. **Sensory aid(s)** (e.g., TV clips, film clips, artworks, etc.) that you feel exemplify the context and perspectives of the work (These aids are **NOT** directly about the work, but address how does it analogically speak to you?). These are IN ADDITION to the author sensory aids.
 - d. These presentations should **NOT** be boilerplate stuff. I don't need an outline. I don't care about professional dress. I care about originality and intellectual honesty.

2. In addition to the presentation, you each will present one current news article that you feel relates to that week's readings. The articles should incite discussion regarding the situations involved as they relate to the readings and current concerns of the class members. You will need to **apply** class readings to the news discussion in a meaningful and compelling manner. The news stories need not be about the author or his/her material directly, but should explore the issues being raised in their context today.

3. Every week before the class session, you will answer a few thought questions posted on Canvas. The questions are analytical and interpretive, based on your understanding of that week's material . . . so you will need to read it . . . just saying . . .

4. Toward the end of the semester, you will each undergo a **comprehensive oral examination**. This entails me asking you dialogic questions related to the readings and you answering those and any follow-up questions without the aid of notes. The subject of the oral exam will be the material from the six books read and discussed in class. The exam will be 30 minutes.

GRADE BREAKDOWN

As I have detailed above, the grading for this course will be determined in the following manner:

News Presentation.	10%
Oral Presentation	30%
Thought Questions.	30%
<u>Oral Exam</u>	<u>30%</u>
Total	100%

COURSE SCHEDULE

<u>Date</u>	<u>Assignment Due</u>	<u>News Presenters</u>		<u>Presenter & Topic</u>
9/1	Course introduction			Syllabus
9/8	Presentation 1	1.	1.	<u>C.S. Lewis</u> *
	2.	2.		<u>AM</u> "Men"
9/15	Presentation 2	3.	3.	<u>AM</u> "Way" & "Ab"
9/22	Presentation 3	4.	4.	<u>Percy</u> *
		5.	5.	<u>Message</u> 1,2
9/29	Presentation 4	6.	6.	<u>Message</u> 3,4,6
10/6	Presentation 5	7.	7.	<u>Buechner</u> *
				<u>TT</u> (All)
10/13	Presentation 6	8.	8.	<u>O'Connor</u> *
				<u>M&M</u> (63-86;143-190)
10/20	Presentation 7	9.	9.	<u>Said</u> <u>RI</u> 1-2
10/27	Presentation 8	10.	10	<u>RI</u> 3-6
11/3	Presentation 9	11.	11.	<u>Buber</u> *
	12.	12.		<u>I & Thou</u> "First Part"
11/10	Presentation 10	13.	13.	<u>I & Thou</u> Parts 2 & 3
		14.	14.	
11/17	Oral Exams	3:00 _____	3:30 _____	
		4:00 _____	4:30 _____	
12/1	Oral Exams	3:00 _____	3:30 _____	
		4:00 _____	4:30 _____	
12/8	Oral Exams	3:00 _____	3:30 _____	
		4:00 _____	4:30 _____	
12/15	Oral Exams	3:00 _____	3:30 _____	