

**San José State University  
Communication Studies  
COMM 250R, Seminar in Communication Theory:  
Critical and Interpretive  
Class 48635, Section 1, Fall 2014**

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<b>Homepage:</b>	<a href="http://www.omnitopia.com">http://www.omnitopia.com</a>
<b>Course website:</b>	<a href="http://www.sjsu.edu/faculty/wooda/250/">http://www.sjsu.edu/faculty/wooda/250/</a>
<b>Office hours:</b>	Tuesday, Thursday: 1:00 p.m. to 2:00 p.m. (Sign up for a 20 minute slot via <a href="#">Google Calendar</a> )
<b>Class days/time:</b>	Tuesday: 6:00 p.m. to 8:45 p.m.
<b>Classroom:</b>	HGH 219
<b>Pre/Co-requisite:</b>	COMM 200R

“If any one of you has composed these things with a knowledge of the truth, if you can defend your writing when you are challenged, and if you can yourself make the argument that your writing is of little worth, then you must be called . . . a philosopher.”

- Plato, *Phaedrus* (Hackforth trans.)

“No one was really accepted in [the University of] Chicago until he’d rubbed someone out. It was time Aristotle got his.”

- Robert Pirsig, *Zen and the Art of Motorcycle Maintenance*

### **Catalog Description**

Major theorists and theories of communication in the rhetorical, historical, critical, empirical, and philosophical traditions

### **Succeeding in a Four-Unit Course**

SJSU students are expected to spend two hours outside of class for each single hour of class time. Because this is a four-unit class, you can expect to spend a minimum of eight hours per week in addition to time spent in class and on scheduled tutorials or activities. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses.

### **Engagement Unit**

All 4-unit courses in Communication Studies include a unit of engagement. This unit of engagement is designed to enrich students’ learning experiences and to facilitate student achievement of course learning outcomes. Students enrolled in 4-unit courses are expected to spend 45 hours (average of three hours/week in a regular semester) outside of the classroom to complete engagement activities. This unit is worth 25% of the overall grade. In our class, this activity is the “Rabbit Hole” project.

## Canvas [Readings] Link

Visit our course website to access Canvas materials (including readings, located in the “Files” section):  
<http://www.sjsu.edu/faculty/wooda/250/>

## Course Goals

Our class is built around an exploration of criticism from the perspective of various debates related to critical and interpretive research, eg., Bitzer and Vatz, Wander and Rosenfield (and many others), Kuypers and Cloud, Cherwitz & Hikins and Schiappa et al. Debates about comparative ideological and critical “turns” will focus much of our energies, though we will also tackle topics ranging from the Sokal Hoax and the “Sextext” brouhaha.

In a larger sense, the course considers rhetoric and the field of communication themselves as subject to debate (considering the utility of our “methods” and “theories” *vis* other “disciplines”). While an introductory reading of Plato’s *Phaedrus* opens this class, we will also view relatively recent inquires into the state of our field, as illustrated by the *Communication Monographs* forum, “Has Communication Research Made a Difference?” Ultimately our class assesses the value of scholarship in an era when the state and fate of the so-called “public intellectual” (at least in the United States) is increasingly called to question.

Our immediate goal is to understand the fraught discursive terrains that mark and divide our journals, to learn the value of searching footnotes and endnotes for signs of how seemingly benign pieces of scholarship reflect those debates (even if they are not acknowledged – or recognized – by authors or their readers). We seek to unpack the key debates that define us, potentially to place ourselves on the firing line but preferably to rethink the foundations upon which those debates are waged.

This course will help you become more nuanced in your answers to questions of theory and method, even as you become more sensitized to the politics of publishing. Aiding your preparations for future conversations (“defense” and otherwise), this course will help you understand the political realities of our community and how the field of communication studies fits into the larger universe of ideas.

## Student Learning Outcomes

After successfully completing this course, you will:

- SLO1: Identify and explain the causes, participants, key issues, and implications of at least five significant scholarly debates within the field of communication studies.
- SLO2: Identify and explain the causes, participants, key issues, and implications of at least one significant scholarly debate within your area of specialization.
- SLO3: Articulate an informed opinion about the role and value of scholarly research, the field of communication, and the “public intellectual” in contemporary life.
- SLO4: Deploy both confidence and conviviality when engaged in face-to-face communication about contentious scholarly issues.

## M.A. Program Learning Objectives

1. **Conceptual Foundations:** Students will be able to identify, explain, and critique the major paradigms, theories, and conceptual frameworks for understanding communication, and demonstrate an appreciation of the significance of ethics and social responsibility as they engage in communication.

Conceptual Foundations learning objectives:

- *Paradigms and Theories of Communication:* Students will be able to identify, explain and critique the major paradigms and theories that have shaped the field of communication, including their historical development and current trends.
- *Ethics:* Students will be able to articulate the ethical and social responsibilities in communicating with others in different social contexts (i.e., interpersonal, organizational, intercultural, mediated, and public).

- 2. Inquiry and Research.** Students will be able to analyze and evaluate published research, and design and conduct communication research studies using quantitative social science, interpretive, critical, rhetorical, and/or performative methods.

Inquiry and Research learning objectives:

- *Research Methods:* Students will be able to interpret and critique research methods used in published communication research studies.
- *Research Design:* Students will be able to design and conduct scholarly research using one or more method of inquiry.

- 3. Professional Practice.** Students will be able to demonstrate advanced competency in scholarly writing, oral communication, and the application of conceptual foundations and research methods in professional contexts by designing and conducting applied communication activities.

Professional Practice learning objectives:

- *Advanced Communication Competence:* Students will be able to articulate in-depth understanding of conceptual foundations and research methods through advanced scholarly writing and oral communication.
- *Theory and Research Applications:* Students will be able to design, facilitate, and evaluate applied communication activities (i.e., presentations, workshops, forums, trainings, group discussions, etc.) in professional contexts utilizing conceptual foundations and research methods.

### Readings [In order of appearance]

- Plato. (ca. 370 BCE). *Phaedrus* (B. Jowett, Trans.). Retrieved from <http://sparks.eserver.org/books/plato-phaedrus.pdf> (pp. 71-97, start with “Shall we...”)
- Jasinski, J. L. (2001). *Sourcebook on rhetoric: Key concepts in contemporary rhetorical studies*. Thousand Oaks, CA: Sage.
- McKerrow, R. E. (2010). Research in rhetoric: A glance at our recent past, present, and potential future. *The Review of Communication, 10*, 197-210.
- Blair, C., Brown, J. R., & Baxter, L. A. (1994). Disciplining the feminine. *Quarterly Journal of Speech, 80*(4), 383-409.
- Schwartzman, R. (1997). The forum: Peer review as the enforcement of disciplinary orthodoxy. *Southern Communication Journal, 63*(1), 69-75.
- Bitzer, L. (1968). The rhetorical situation. *Philosophy and Rhetoric, 1*, 1-14.
- Vatz, R. E. (1973). The myth of the rhetorical situation. *Philosophy and Rhetoric, 6*, 154-161.
- Wander, P. (1983). The ideological turn in modern criticism. *Central States Speech Journal, 34*, 1-18.
- Mcgill, A. (1983). Heidegger, Wander, and ideology. *Central States Speech Journal, 34*, 114-119.
- Rosenfield, L. W. (1983). Ideological miasma. *Central States Speech Journal, 34*, 119-121.
- Hill, F. (1983). A turn against ideology: Reply to Professor Wander. *Central States Speech Journal, 34*, 121-126.
- Campbell, K. K. (1983). Response to Forbes Hill. *Central States Speech Journal, 34*, 126-127.
- McGee, M. C. (1984). Another Philippic: Notes on the ideological turn in criticism. *Central States Speech Journal, 35*, 43-50.
- Cloud, D. & Gunn, J. (2011). W(h)ither ideology? *Western Journal of Communication, 75*(4), 407-420.
- Kuypers, J. A. (2000). Must we all be political activists? *American Communication Journal, 4*. Retrieved from: <http://acjournal.org/holdings/vol4/iss1/special/kuypers.htm>

- Cloud, D. L. (2001). The affirmative masquerade. *American Communication Journal*, 4. Retrieved from: <http://www.acjournal.org/holdings/vol4/iss3/special/cloud.htm>
- Corey, F. & Nakayama, T. K. (1997). Sextext. *Text and Performance Quarterly*, 17, 58-68.
- Benson, T.W. (2012). A Scandal in academia: Sextext and CRTNET. *Western Journal of Communication*, 76(1), 2-16.
- Cherwitz, R. A. & Hikins, J. W. (2000). Climbing the academic ladder: A critique of provincialism in contemporary rhetoric. *Quarterly Journal of Speech*, 86, 375-385.
- Schiappa, E., Gross, A. G., McKerrow, R. E., & Scott, R. L. (2002). Rhetorical studies as reductionism or redescription? A response to Cherwitz and Hikins. *Quarterly Journal of Speech*, 88, 112-120.
- Sokal, A. (1996, May/June). A physicist experiments with cultural studies. *Lingua Franca*. Retrieved from: [http://www.physics.nyu.edu/faculty/sokal/lingua\\_franca\\_v4/lingua\\_franca\\_v4.html](http://www.physics.nyu.edu/faculty/sokal/lingua_franca_v4/lingua_franca_v4.html)
- Robbins, B. & Ross, A. (1996, July/August). Response. *Lingua Franca*. Retrieved from: [http://www.physics.nyu.edu/faculty/sokal/SocialText\\_reply\\_LF.pdf](http://www.physics.nyu.edu/faculty/sokal/SocialText_reply_LF.pdf)
- Sokal, A. (1996, July/August). Reply. *Lingua Franca*. Retrieved from: <http://www.physics.nyu.edu/faculty/sokal/reply.html>
- Mystery science theater. (July/August). *Lingua Franca*. Retrieved from: <http://www.physics.nyu.edu/faculty/sokal/mstsokal.html>
- Timmerman, C. E. (2009). Forum introduction: Has communication research made a difference? *Communication Monographs*, 76, 1-3.
- Condit, C. M. (2009). You can't study and improve communication with a telescope. *Communication Monographs*, 76, 3-12.
- Seeger, M. (2009). Does communication research make a difference: Reconsidering the impact of our work. *Communication Monographs*, 76, 12-19.
- McKerrow, R. E. & St. John, J. (2006). Review essay: The public intellectual and the role(s) of criticism. *Quarterly Journal of Speech*, 92, 310-319.

### **Library Liaison**

The Communication Studies Department encourages vigorous and ethical research as part of information literacy for all of its students. For assistance in the library go to the King Library Reference Desk (2<sup>nd</sup> floor; 408-808-2100) and use the Communication Research Guide available at <http://libguides.sjsu.edu/communication>.

## Classroom Protocol

*Student Conduct:* It is your responsibility to know what constitutes improper behavior at San José State University. This information can be found in the SJSU university catalog and on this website: <http://www.sjsu.edu/studentconduct/Students/>. Sanctions for improper behavior can include removal from the class.

*Attendance:* In this class, we will frequently discuss issues and concepts that cannot be found in the assigned readings. Therefore, your participation is required. If you miss class, it is your responsibility to get class notes or other necessary information from a colleague. As a means to that end, I recommend getting contact information for at least three classmates (see last page of syllabus).

*Tardiness:* Be seated when class begins. I reserve the right to mandate a personal behavioral contract if you are excessively tardy.

*Make-ups:* Assignments are due at the beginning of the class period noted on the syllabus. Unexcused late assignments may be made up before finals week. However, I deduct 10 percent per 24-hour period after the assignment is due.

*Back-ups:* You are expected use a cloud-based backup system (eg., Dropbox or Google Docs) to limit the risk of document-loss.

*Extra Credit:* Allowing some students a chance to earn additional points is unfair to those who work within the range of assignment values, requirements, and opportunities available in this class. Accordingly I do not offer extra credit.

*Intellectual property:* Course material that I have developed for this class cannot be shared publicly without my approval. You may not publicly share or upload my materials (including lecture notes) without my consent.

*Mobile devices:* Cell phones, computers, and other tools are permitted in my classroom if they are used responsibly. Read my full policy: <http://www.sjsu.edu/faculty/wooda/mobile-device-policy.html>

*Written Work:* Excepting the Personal Profile Sheet, all work submitted for this class will be typed. You are expected to employ double-spacing, one-inch margins, and 12 point Times New Roman font.

*FAQ:* Read the Frequently Asked Questions page at: <http://www.sjsu.edu/faculty/wooda/faq.html>

## Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops and academic renewal. I recommend that you review SJSU Student Information resources at: <http://info.sjsu.edu/>

## Academic integrity

You must be familiar with the University's Academic Integrity Policy available at <http://info.sjsu.edu/static/catalog/integrity.html>. "Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical development."

I will not tolerate instances of academic dishonesty. Cheating on quizzes or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. "If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's [Academic Policy F06-1](#) requires approval of instructors."

## Campus Policy in Compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) [previously called the Disability Resource Center] to establish a record of their disability.

## Student Technology Resources

Computer labs for student use are available in the new Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. In addition, computers are available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, screens and monitors.

## Communication Center

The Communication Center is located in Hugh Gillis Hall 229. The Center provides support for all students interested in developing their personal and professional communication skills, and offers specialized support for those enrolled in Communication Studies courses. Services include in-person workshops and self-paced online modules via Canvas. Upper-division Communication Studies students staff the Center and are trained in coaching students on a variety of topics related to our department courses. Need a quiet place in HGH to study or meet? HGH 241-253 may be reserved (during COMM Center hours), email [sjucommcenter@gmail.com](mailto:sjucommcenter@gmail.com) to reserve or drop-in to 229, 233, or 235. Enrollment in COMM 80 provides support for the Center. More information can be found through the website: <http://commcenter.sjsu.edu/>

## Academic Counseling Center for Excellence in the Social Sciences (ACCESS)

Clark Hall Room 240, 408-924-5363, [socsci-access@sjsu.edu](mailto:socsci-access@sjsu.edu)  
Dr. Hien Do, Faculty Director, [Hien.Do@sjsu.edu](mailto:Hien.Do@sjsu.edu), 408-924-5461  
Valerie Chapman, Academic Advisor, [Valerie.Chapman@sjsu.edu](mailto:Valerie.Chapman@sjsu.edu), 408-924-5364

All COSS students and interested students are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Call or email for an appointment, or just stop by.

## SJSU Writing Center

The SJSU Writing Center in Clark Hall 126 is staffed by professional [instructors](#) and upper-division or graduate-level writing specialists from each of the [seven SJSU colleges](#). The writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. More information is available at [sjsu.edu/writingcenter](http://sjsu.edu/writingcenter).

## **Assignments**

### **Participation [100 points] (all LOs)**

Participation includes two elements:

- (1) **Base Participation Points**, which reflect my assessment of your direct citation and integration of course readings (rather than inferential or tangential contributions) into our classroom conversations, along with your productive contributions to classroom activities. This is worth 50 points.
- (2) **Self Assessment Points**, which reflect your honest estimation of the quality of your classroom engagement. Near the end of the semester, you will submit a half-page assessment of your participation, along with a proposed numeric score (out of 50) for this component. As required, and in consultation with you, I may opt to revise that score.

### **Guided Classroom Conversation [50 points] (MA1, MA2, MA3, SLO1, SLO4)**

To extend the utility of our classroom interactions, you will select and guide us through an interesting scholarly article that augments a particular week's inquiry into a field-wide debate (discussion length: 10 to 15 minutes). Dates of your presentation will be negotiated early in the semester.

- Ensure a direct citational link between your article selection and its associated week's readings.
- Email a PDF of your article to colleagues (and me) at least one week prior to your discussion.

### **Specialized Debate Project [SDP] – Map [50 points] (MA1, MA2, MA3, SLO2)**

The Specialized Debate Project calls for you to uncover and excavate a significant scholarly debate within your specific area of interest (that is not being otherwise directly addressed in class). As a prelude to the work, you shall develop a visually oriented “map” (eg., a flow chart, a spider diagram, or some other way to display relationships) that identifies a specific domain of authors, texts, and ideas. The map needn't be a lengthy document; it can be a poster, a web site, a Prezi link, or some other means of organizing information. Additional instructions:

- Include a brief statement (one or two sentences) that summarizes your selected debate-domain.
- Include at least four sources, each illustrated by a relevant quotation from its text (not the abstract) to exemplify the debate.
- Use only books, book chapters, and/or peer-reviewed articles from communication studies journals [No convention papers or book reviews, please].
- Restrict your sources to those published within the past 40 years.
- Use visual and textual means to identify “big dots”: persons and/or texts that influence the debate.
- Attach an APA-formatted reference page that includes each source arranged on your map.

**SDP – Paper [100 points]** (MA1, MA2, MA3, SLO2)

In five to seven pages, develop an essay that adds depth and detail to the ideas sketched in your Specialized Debate Project Map. While explicit “clash” between all participants is not required, you are expected to outline a sustained conversation whose participants directly respond to (and sometimes disagree with) each other’s ideas. Along with an introduction and conclusion paragraph, your essay shall be built around body points that accomplish the following goals:

- (1) Describe and justify your debate topic.
  - Dedicate no more than one page to this section.
  - Ensure that your justification addresses a broad audience of communication scholars.
- (2) Summarize the debate.
  - Dedicate at least three pages to this section.
  - Cite at least five (but preferably *more*) peer-reviewed scholarly articles.
  - Ensure that each topic sentence focuses reader attention on how ideas are proposed, appropriated, refined, altered, debated and/or transferred.
  - Ensure that links between each participant are direct, not merely inferential. All of your participants should directly cite each other, and you should highlight those connections.
  - Include brief, insightful quotations that summarize key ideas and/or highlight connections between authors and their texts.
  - Employ APA [last name-only] author/date in-text citation style; do not include extraneous information about debate participants.
- (3) Assess the implications and current state of the debate.
  - Dedicate no more than one page to this section.
  - Reflect on how the debate has emerged and changed over the span of articles you have cited.

Additional instructions:

- Include an APA-formatted reference page.
- Download and attach gradesheet: <http://www.sjsu.edu/faculty/wooda/gradesheet.pdf>

**SDP – Presentation [50 points]** (MA1, MA2, MA3, SLO1, SLO2, SLO4)

Present a 10-15 minute extemporaneous oral presentation that summarizes your Specialized Debate Project. A successful presentation requires well-developed ideas, clear organization, and professional, audience-focused delivery. Be prepared for questions from your colleagues and from me.

### **Fourth Unit Engagement: “Rabbit Hole” Project [125 points] (MA1, MA3, SLO4)**

The Fourth Unit is self-directed project built around the kind of enhanced engagement that cannot be found in a three-unit offering. With this unit, you will pursue a line of scholarly inquiry related to this class (eg., rhetorical, critical, and/or interpretative methods) that stretches *several generations* before the contemporary conversation [unlike the Specialized Debate Project, which is limited to the past four decades].

To begin: You will start with a scholarly book, chapter, or article, from which you will identify a **Key Concept**: an idea, image, or theory that is relevant to our course and your personal interests. Following a brief summary, you will analyze the changing usage of that Key Concept by tracing its citation (via reference or note) of another text that is at least 20 years old. You will repeat that process for a total of eight texts, *each one 20 years older than the last*.

Bonus Feature: You are free to adjust your Key Concept to reflect changing terminology (or your own evolving interests as you descend the “Rabbit Hole”), so long as each essay links to each other by note and/or reference and that you sustain a common theme throughout your portfolio.

Preliminary Assessment: You will submit three draft essays near the middle of the semester for graded feedback.

Course Deliverable: You will submit a written portfolio that includes eight well-written one-page summary/reflection essays (including the preliminary three, revised as needed)

Reflection: You will also include a one-page reflection on the overall research process that you experienced in this assignment, along with your most pertinent findings.

Additional instructions:

- Each essay should be linked as a chain of individual pages from most recent to oldest. To emphasize that link, ensure that each essay’s first sentence states the specific connection (eg., reference, footnote) to the one it follows.
- Organize each page according to two objectives: **summary** (including at least one brief, insightful quotation from the text – not the abstract) and **assessment** of differences and similarities regarding the Key Concept.
- If you opt to change your Key Concept further “down the Rabbit Hole,” explain and justify that adjustment in the first sentence of the essay where you make that change. In these cases, ensure that your assessments are related from essay to essay. These links must be specific and well argued; they cannot be simply a matter of inference or convenience. Ensure that your reader never loses sight of the common theme that unifies your exploration.
- Following each essay, include a scan or photocopy from one relevant page of the text being summarized/assessed.
- Include an APA-formatted reference page.
- Download and attach gradesheet: <http://www.sjsu.edu/faculty/wooda/gradesheet.pdf>

### **Final Exam Presentation [25 points] (all LOs)**

Deliver a 5-7 minute extemporaneous oral presentation that reflects your growth as a researcher and writer while culminating your mastery of course concepts. Potential questions to organize your talk include (but are not limited to) the following: What surprised you about this class? What challenged you about this class? What frustrated you about this class? What opportunities did you discover in this class? What recommendations do you have for future versions of this class?

A successful presentation requires well-developed ideas, clear organization, and professional, audience-focused delivery. Be prepared for questions from your colleagues and from me.

NOTE: we will discuss the location of the exam several weeks before the semester concludes. Also, please understand that *you must complete the Final Exam to receive a grade in this course*.

**Determining Your Final Grade**

Participation – Base Assessment	_____ out of	50 points	(10%)
Participation – Self Assessment	_____ out of	50 points	(10%)
Guided Classroom Conversation	_____ out of	50 points	(10%)
Specialized Debate Project – Map	_____ out of	50 points	(10%)
Specialized Debate Project – Paper	_____ out of	100 points	(20%)
<b>Fourth-Unit</b> Engagement “Rabbit Hole” Drafts	_____ out of	25 points	(5%)
Specialized Debate Project – Presentation	_____ out of	50 points	(10%)
<b>Fourth-Unit</b> Engagement “Rabbit Hole” Portfolio	_____ out of	100 points	(20%)
Final Exam	_____ out of	25 points	(5%)
Total	_____ out of	500 points	(100%)

A+ = 485+ points	A = 465-484 points	A- = 450-464 points
B+ = 435-449 points	B = 415-434 points	B- = 400-414 points
C+ = 385-399 points	C = 365-384 points	C- = 350-364 points
D+ = 335-349 points	D = 315-334 points	D- = 300-314 points
F = 299 and fewer points		

## COMM 250R, Seminar in Communication Theory: Critical and Interpretive

*Subject to change with reasonable notice.*

<b>Dates</b>	<b>Description</b>	<b>Reading</b>	<b>Assignments</b>	<b>Notes</b>
Aug 26	Welcome and overview			We will discuss course concepts and activities.
Sep 2	What is the value of rhetoric?	Plato ( <i>Phaedrus</i> , Jowett, Trans., 71-97, start with “Shall we...”)		We will select Guided Classroom Conversation dates.
Sep 9	What is the state of rhetorical criticism?	Jasinski (“Criticism”), McKerrow (“Research”)		
Sep 16	Who are the gatekeepers?	Blair, Brown, and Baxter (“Disciplining”), Schwartzman “The Forum”		
Sep 23	What is the relationship between “rhetoric” and “situation”?	Bitzer (“The rhetorical”) Vatz (“The myth”)	Specialized Debate Project Map	
Sep 30	What use is the ideological turn?	Wander, (“The ideological”), McGill (“Heidegger”), Rosenfield (“Ideological”), Hill (“A turn”), Campbell (“A turn”), McGee (“Another”), Cloud and Gunn (“W(h)ither”)		
Oct 7	Where are we so far?	No readings this week	Three Fourth-Unit Engagement “Rabbit Hole” essays	This week is our opportunity to assess our learning thus far.
Oct 14	Must we all be activists?	Kuypers (“Must we”), Cloud (“The affirmative”)		
Oct 21	What’s the deal with Sextext?	Corey and Nakayama (“Sextext”), Benson (“A scandal”)		
Oct 28	Are we too provincial?	Cherwitz and Hikins (“Climbing”), Schiappa et al. (“Rhetorical”)		

Dates	Description	Reading	Assignments	Notes
Nov 4	Sokal Hoax debate in <i>Lingua Franca</i>	Sokal (“ <u>A physicist experiments</u> ”), Robbins and Ross (“ <u>Response</u> ”), Sokal (“ <u>Reply</u> ”), Editors (“ <u>Mystery</u> ”)	Specialized Debate Project Paper	
Nov 11				No class on Tuesday: Veteran’s Day
Nov 18	Does communication research make a difference?	Timmerman (“Forum”), Condit (“You”), Seeger (“Does”)	Specialized Debate Project Presentation	
Nov 25	Individual research presentations		Fourth Unit “Rabbit Hole” Portfolio [all eight essays]	
Dec 2	What is the state (and fate) of the public intellectual?	McKerrow and St. John (“Review”)	Self Assessment memo	We will discuss the location of our final exam.
Dec 16	Course Conclusion	No readings this week	<b>Final Exam</b> on Tuesday, 5:15 p.m. to 7:30 p.m.	

**Peer Contact Information** (folks to call if you have questions about a missed class)

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_