

## General Education Course Approval Cover Sheet

Date of Submission 1/25/2011

### 1. Check which area(s) this course applies to

- |                                  |                                     |  |                          |
|----------------------------------|-------------------------------------|--|--------------------------|
| Inquiry - Arts & Creativity      | <input type="checkbox"/>            | Composition & Communications - II      | <input type="checkbox"/> |
| Inquiry - Humanities             | <input type="checkbox"/>            | Quantitative Foundations               | <input type="checkbox"/> |
| Inquiry - Nat/Math/Phys Sci      | <input type="checkbox"/>            | Statistical Inferential Reasoning      | <input type="checkbox"/> |
| Inquiry - Social Sciences        | <input checked="" type="checkbox"/> | U.S. Citizenship, Community, Diversity | <input type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/>            | Global Dynamics                        | <input type="checkbox"/> |

### 2. Provide Course and Department Information.

Department: COM

Course Prefix and Number: 101 Credit hours: 3

Course Title: Introduction to Communication

Expected # of Students per Calendar Yr: 1,200 Course Required for Majors in your Program Yes  No   
(check one)?

Prerequisite(s) for Course? None

This request is for (check one) A New Course  An Existing Course

#### Departmental Contact Information

Name: Alan DeSantis

Email: DeSantis@uky.edu

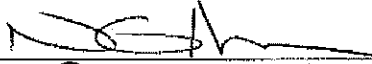
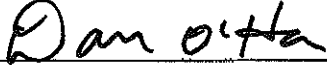
Office Address: 234 Grehan

Phone: 859 552-7552

### 3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15<sup>th</sup>, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

### 4. Signatures

Department Chair:  Date: 2-1-11  
Dean:  Date: 6-20-11

All proposals are to be submitted from the College Dean's Office  
Submission is by way of the General Education website <http://www.uky.edu/gened>

**General Information:**

Proposal Type: Course  Program  Other

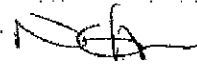
Proposal Name<sup>1</sup> (course prefix & number, pgm major & degree, etc.): COM

Proposal Contact Person Name: Alan DeSantis Phone: 7-1975 Email: desantis@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department	2-1-11	Nancy Harrington 7-3622 / nancy.harrington@uky.edu	
CIS		Acad 412180290 DAN O'HAIR	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>2</sup>
Undergraduate Council	11/8/2011	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>1</sup> Proposal name used here must match name entered on corresponding course or program form.

<sup>2</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

**1. General Information.**

- a. Submitted by the College of: Communications and Information Studies Today's Date: 1/25/11
- b. Department/Division: Communication
- c. Is there a change in "ownership" of the course? YES  NO
- If YES, what college/department will offer the course instead? \_\_\_\_\_
- d. What type of change is being proposed?  Major  Minor<sup>1</sup> (place cursor here for minor change definition)
- e. Contact Person Name: Alan De Santis Email: desantis@uky.edu Phone: 8595527552
- f. Requested Effective Date:  Semester Following Approval OR  Specific Term<sup>2</sup>: \_\_\_\_\_

**Comment: [09C1]:** Except from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:

- a. change in number within the same hundred series<sup>3</sup>;
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in SR 3.3.0.F;
- e. correction of typographical errors.

<sup>4</sup>...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

**2. Designation and Description of Proposed Course.**

- a. Current Prefix and Number: COM Proposed Prefix & Number: 101
- b. Full Title: Introduction to Communication Proposed Title: Introduction to Communication
- c. Current Transcript Title (if full title is more than 40 characters): Introduction to Communication
- d. Proposed Transcript Title (if full title is more than 40 characters): \_\_\_\_\_
- e. Current Cross-listing:  N/A OR Currently<sup>3</sup> Cross-listed with (Prefix & Number): \_\_\_\_\_
- Proposed –  ADD<sup>4</sup> Cross-listing (Prefix & Number): \_\_\_\_\_
- Proposed –  REMOVE<sup>3,4</sup> Cross-listing (Prefix & Number): \_\_\_\_\_

**e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern type.**

- Current:** 3 hours Lecture \_\_\_\_\_ Laboratory<sup>5</sup> \_\_\_\_\_ Recitation \_\_\_\_\_ Discussion \_\_\_\_\_ Indep. Study \_\_\_\_\_
- \_\_\_\_\_ Clinical \_\_\_\_\_ Colloquium \_\_\_\_\_ Practicum \_\_\_\_\_ Research \_\_\_\_\_ Residency \_\_\_\_\_
- \_\_\_\_\_ Seminar \_\_\_\_\_ Studio \_\_\_\_\_ Other – Please explain: \_\_\_\_\_
- Proposed:** 3 hours Lecture \_\_\_\_\_ Laboratory \_\_\_\_\_ Recitation \_\_\_\_\_ Discussion \_\_\_\_\_ Indep. Study \_\_\_\_\_
- \_\_\_\_\_ Clinical \_\_\_\_\_ Colloquium \_\_\_\_\_ Practicum \_\_\_\_\_ Research \_\_\_\_\_ Residency \_\_\_\_\_
- \_\_\_\_\_ Seminar \_\_\_\_\_ Studio \_\_\_\_\_ Other – Please explain: \_\_\_\_\_

- f. Current Grading System:  Letter (A, B, C, etc.)  Pass/Fail
- Proposed Grading System:  Letter (A, B, C, etc.)  Pass/Fail

<sup>1</sup> See comment description regarding minor course change. Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

## COURSE CHANGE FORM

g. Current number of credit hours: 3 Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? YES  NO

Proposed to be repeatable for additional credit? YES  NO

If YES: Maximum number of credit hours: \_\_\_\_\_

If YES: Will this course allow multiple registrations during the same semester? YES  NO

i. Current Course Description for Bulletin: \_\_\_\_\_

Proposed Course Description for Bulletin: \_\_\_\_\_

j. Current Prerequisites, if any: \_\_\_\_\_

Proposed Prerequisites, if any: \_\_\_\_\_

k. Current Distance Learning (DL) Status:  N/A  Already approved for DL\*  Please Add<sup>6</sup>  Please Drop

\*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ) that the proposed changes do not affect DL delivery.

l. Current Supplementary Teaching Component, if any:  Community-Based Experience  Service Learning  Both

Proposed Supplementary Teaching Component:  Community-Based Experience  Service Learning  Both

3. Currently, is this course taught off campus? YES  NO

Proposed to be taught off campus? YES  NO

4. Are significant changes in content/teaching objectives of the course being proposed? YES  NO

If YES, explain and offer brief rationale:  
\_\_\_\_\_

5. Course Relationship to Program(s).

a. Are there other depts and/or pgms that could be affected by the proposed change? YES  NO

If YES, identify the depts. and/or pgms: \_\_\_\_\_

b. Will modifying this course result in a new requirement<sup>7</sup> for ANY program? YES  NO

If YES<sup>7</sup>, list the program(s) here: \_\_\_\_\_

6. Information to be Placed on Syllabus.

a.  Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

**General Information:**

Course Prefix and Number: COM 101

Proposal Contact Person Name: Alan DeSantis

Phone:  
8595527552

Email: desantis@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

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		/ /	
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		/ /	
		/ /	
		/ /	

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Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

\_\_\_\_\_

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**Course Review Form  
Inquiry in the Social Sciences**

Reviewer Recommendation	
Accept <input type="checkbox"/>	Revisions Needed <input type="checkbox"/>

Course: \_\_\_\_\_

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:

-The primary goal of COM 101 is to introduce students to the salient theories informing the study of communication. Consequently, every session focuses on different theoretical approaches in the social sciences.  
See "Course Goals" 1 on syllabus

Brief Description:

\*Examples include the following:

-In week 7, we discuss Mead, Goffman, and the Chicago School of Symbolic Interactionism.  
-In week 8, we discuss the work of Gottman and his research on relationship maintenance and conflict resolution.

Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:

-See "Course Goals" 2 on syllabus.

Brief Description:

\*Examples include the following:

-In week 3, we discuss the concept of authority in persuasive theory. Significant time is spent highlighting not only the findings of Milgram's "Shock Study," but also the ethical questions surrounding such research.  
-In week 11, we discuss prejudice and group dynamics by highlighting the findings and morality of Jane Elliot's "Brown Eye vs. Blue Eye Study" on elementary-school children and Zimbardo's "Prison Study" on male college students.

Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:

-When theorists or theories are discussed in class, citations for the works are supplied to the students. For many of the topics covered in class, the differences between unsubstantiated popular-culture resources and social-scientific peer-reviewed journals/books are highlighted.  
-See "Course Goals" 4 on syllabus.

**Brief Description:**

\*Examples include the following:

-In week 4 we discuss the differences between popular misconceptions about non-verbal communication and what social-scientific research asserts.  
-In week 7 and 8, we discuss the differences between popular misconceptions about the development of romantic relationship and what social-scientific research asserts.

Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:

-Students write three papers for COM 101 that ask them to apply the theories discussed in class to a real-world event, personal experience, or artifact.  
-See "Course Goals" 5, 7, and 9 on syllabus.

**Brief Description:**

\*Potential paper assignments include the following:

-Apply the ideas we discussed in our critical analysis of media and gender to three different mass-mediated advertisements.  
-Apply the six persuasive theories we discussed in class to your own life. In your examples, you can either be the persuaded or the persuader.

Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:

See "Course Goals" 9 and 10 on syllabus.

**Brief Description:**

\*Examples include the following:

-In week 14, we discuss the mass media and the effects of electronic and print news on our social reality. Students are asked to think about how researchers could test this relationship. Afterwards, I show them how McCombs and Shaw developed their Agenda-Setting Theory.  
-In week 15, we discuss the relationship between violent media content and violent behavior of media consumers. Students are asked to conceptualize how this potential cause-and-effect relationship could be tested. Afterwards, I show them how Bandura developed his Social-Learning Theory in the laboratory and how Gerbner developed his Cultivation Theory through content analysis, observation, and survey data.

**COM 101**  
*Introduction to Communication*  
**Syllabus / Spring 2011**

**Instructor:** Alan D. DeSantis, Ph. D.  
**Office Hours:** M, W, & F 12:00-1:00 and by appointment  
**Office:** 234 Grehan Building (*aka, Journalism Building*)  
**Phone:** 257-1975 (or call 257-3621 and leave message)  
**E-Mail:** [desantis@uky.edu](mailto:desantis@uky.edu)  
**Web Page:** <http://www.uky.edu/~addesa01>

**T.A. E-mail Addresses:**

- 10:00 (101-001 Section)
  - Chen Chen (aka CC) ([chen.chen@uky.edu](mailto:chen.chen@uky.edu)) (Office: 124 Grehan)
  - Kristen Kiernicki ([kristen.kiernicki@gmail.com](mailto:kristen.kiernicki@gmail.com)) (Office: 124 Grehan)
  
- 11:00 (101-002 Section)
  - Amber Williams ([akwill4@uky.edu](mailto:akwill4@uky.edu)) (Office: 124 Grehan)
  - Holly Roberts ([hollyroberts@uky.edu](mailto:hollyroberts@uky.edu)) (Office: 124 Grehan)

Introduction to Communication (COM 101) is designed to give students a general survey of the discipline of communication. This task is approached from various perspectives: intrapersonal, interpersonal, small group, organizational, cultural, and mass media.

**Course Goals**

The course's mission is to refine your understanding of the process of human communication. Specifically, the class seeks to accomplish the following:

1. Introduce seminal communication theories that undergird the discipline.
2. Discuss the ethical and moral consequences of your communication decisions.
3. Refine and further develop your communication skills in both the private and public realms.
4. Enhance your writing and research skills.
5. Introduce cultural variables that affect human interaction in our multicultural society, i.e., race, gender, class, religion, etc.
6. Facilitate the development of critical thinking within the context of human communication.
7. Illuminate the importance of public communication in maintaining an egalitarian and democratic society.
8. Encourage active self-analysis and invite critical adjustments in your communication behavior.
9. Develop consumer-advocacy skills in assessing the credibility of messages.
10. Highlight the power of discourse in constructing human reality and culture.



**COM 101** is part of the University Studies Program which is designed to provide undergraduates with a comprehensive liberal arts education. This course can be taken to fulfill half of the disciplinary requirements in the social sciences.

### Recommended Workbook

DeSantis, Alan D. (2010). *Communication 101 Lecture Notes*.

*\*This workbook can be purchased at the UK Book Store, Wildcat Book Store, or Kennedy Book Store. It has been written and designed by the professor to help students get more out of class lectures and to perform better on exams.*

### Attendance

**I am serious about attendance.** The material on the exams, the topics for the papers, and the ideas I want you to learn emerge out of class lectures and discussions. If you do *not* attend lectures, take copious notes, participate in discussions, add your energy and enthusiasm to the class, and listen carefully (and critically), you have not engaged in the process of learning. All that you have done is *borrowed* another student's work. While you may be able to squeak through using this type of approach, you will have avoided true learning and will have retained nothing more than second-hand "factoids" about communication.

- Consequently, you will be allowed **two** unexcused absences. For every exceeding unexcused absence, there will be a 2.5% grade reduction from your final grade. To have an absence excused, you will need to give your TA legitimate written proof from a recognized source explaining the absence within one week of the date missed.
- Arriving late or leaving early **three** times throughout the course of the semester will result in **one** unexcused absence.
- Finally, signing the attendance sheet for another student or having another student sign in for you is a **violation of the Student Code** (falsifying records and providing false information to a University official). Students will also face academic penalties.

### Classroom Ethics

It is expected that you will follow the agreed upon rules for ethical behavior outlined in your student handbook:

#### **3.1 Plagiarism**

All academic work, written or otherwise, submitted by a student to his/her instructor or other academic supervisor, is expected to be the result of his/her own thought, research, or self-expression. In any case in which a student feels unsure about a question of plagiarism involving his/her work, s/he is obligated to consult the instructor before submitting it. When a student submits work purporting to be his/her own, but which in

any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the student is guilty of plagiarism.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student and the student alone.

### 3.2 Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongful giving, taking, or presenting any information or material by a student with the intent of aiding him/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.

The sanction of punishment for a student who is accused of either plagiarizing or cheating is a minimum of an E grade for the entire course, but it may involve suspension, dismissal, or expulsion from the University. As you can see, these are serious measures for academic offenses which we believe are serious. If you have any questions about whether you may be committing either of these academic offenses, be sure to contact your instructor.

### Course Assignments and Grading

There will be 3 exams, 3 written assignments, and 1 research participation assignment throughout the course of the semester.

#### Three Exams Each exam is worth 100 points (Exams are worth 80% of your grade)

There will be **three** exams over the material from the text, class lectures, discussions, films, and in-class activities. Exams one and two will be given during your regular class time. Exam three will be given during **finals** week at a “common-hour-exam time.”

**Note:** If there is a conflict with your final schedule (e.g., another final exam is scheduled at the same time or you have three exams in one day), the University rule states that lower-level courses are not required to move. The burden is placed on the course with the highest number (i.e., “123” would have to move for “101”). In the rare case that you have a conflict with another “101” course from another department, determination is then based on the course’s prefix (i.e., COM 101 would have to move for ANT 101, but not SOC 101).

#### Three Papers Each paper is worth 25 points (Papers are worth 20% of your grade)

There will be **three** papers assigned during the semester—a paper for each of the class’s three major sections. All work **MUST** be typed using 12-point *Times* font with one-inch margins. These papers must also be in “hard copy” form; no digital copies will be accepted. Finally, late papers (i.e., one hour after the end of your class) will be reduced by 20% for each late day.

**Participation in a Research Study (No points given, but participation is required)**

Note: This is a Department of Communication requirement for all students taking lower-level communication classes at UK.

The Department of Communication is committed to involving undergraduate students in scholarly research so that they may understand the importance of generating new knowledge at the University of Kentucky as a major research institution. Students in this class are required to complete 1 research study for 1 research credit. (If you are enrolled in additional COM courses that have research requirements, you are responsible for participating in additional research studies, up to a maximum of 2 studies/credits).

Detailed information about research studies and the available session times to sign up are available on the SONA website: <http://comm.uky.edu/research/signup>. Failure to participate in a research study or completion of the designated alternative assignment will result in a 5% deduction in your final course grade. *It is your responsibility to regularly check the SONA website to keep track of the completion of your research credit and the deadlines and dates of the research studies.* Note: Credit for participation is recorded by the researcher on a rolling basis; the deadline for researchers to record all credit is Monday, April 25. If you have a question as to whether you have met the study requirements, *please contact the researcher.*

Good News: I will also *probably* offer you an opportunity to participate in another research project for 5 to 7 extra credit points.

**The grading scale will be as follows:**

The maximum points a student can earn will be 375.

375-338=	A
337-300=	B
299-263=	C
262-225=	D
224-Below=	E

**Late Work or Exams**

There will be a very strict enforcement policy regarding late exams and assignments. The only excuse that will be accepted is one that is 1) formalized in writing by a legitimate source (doctors, judges, etc.) and that 2) clearly details why it was IMPOSSIBLE for you to meet your responsibilities in class. Furthermore, if you are going to miss an exam, you must contact us BEFORE the exam is given (via phone or e-mail). Make-up exams will be different in form and content.

### **Returning of Exams and Assignments**

Exam scores will be handed back in class within two weeks of the test date. Written assignments, because of time limitations, will not be returned in class. However, if there is any remaining time after class, work may be returned to you on request. You may also receive information regarding your grades at any point in the semester by e-mailing your TA. He/she will usually be able to respond to your request within 4 working days.

### **Students Needing Special Learning Accommodations**

Students needing special accommodations must give their assigned TA written official documentation of their needs within the first two weeks of the semester. Additionally, throughout the course of the semester, students must also contact their TA two weeks prior to all exams if special arrangements are necessary.

### **A Note on My Intellectual Property**

My lectures are protected by state common law and federal copyright law. They are my own original expression. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to make any commercial use of them without express prior permission from me.

## 10 Class Expectations

1. I expect that you will manage my class like it is your job.
  - For at least 3 hours per week, this is the “real world.”
2. Do not give me excuses.
  - That includes coming to class, taking your tests, turning in your work (*unless there is a very legitimate excuse*).
3. Be honest.
  - No cheating, no lying, no signing in for others, no sneaking out of class (*unless you speak with me first*)
4. Arrive to class 2 minutes early.
  - At the very least, do not come late.
5. Don't leave early—Or pack up before I am finished (*too much noise*)
6. Do not read the Kernel after the start of class.
7. Do not carry on conversations with other students once class begins.
8. My class is an *Electronic-Free Zone*: Turn off all pagers, cell phones, TVs/VCRs, blenders, etc. For at least three hours per week, you will focus ALL your attention on learning.
9. The use of lap top computers is *not* allowed (without approval from professor).
10. Be very respectful to your TA. They are underpaid, overworked, and deserve the same respect they will show you.

**Spring 2011 Schedule**

**January**

12	First Day of Class	<i>Class Introduction</i>
27	What is Language?	
17	Dr. King's Day—No Class	
19	Perception, Part 1	
21	Perception, Part 2	
24	Slang in America	
26	Persuasion Theory —Part 1	
28	Persuasion Theory —Part 2	
31	Persuasion Theory —Part 3	

**February**

2	Nonverbal Communication —Part 1	
4	Nonverbal Communication —Part 2	
7	Nonverbal Communication —Part 3	
9	TBA	
11	TBA	
14	Multicultural Communication —Part 1	
16	Multicultural Communication —Part 2	
18	Multicultural Communication —Part 3	
21	<b>Exam 1</b>	
23	Creation Self Identity	
25	Five Stages of Romantic Relationships —Part 1	
28	Five Stages of Romantic Relationships —Part 2	

**March**

2	Five Stages of Romantic Relationships —Part 3	
4	Five Stages of Romantic Relationships —Part 4	
7	Interpersonal Conflict Resolution	
9	Interpersonal Romantic Love	
11	Interpersonal Friendship	

14	Spring Break
16	Spring Break
18	Spring Break
21	Gender Communication --Part 1
23	Gender Communication --Part 2
25	The Darker Side of Group Communication —Part 1
28	The Darker Side of Group Communication —Part 2
30	The Darker Side of Group Communication —Part 3
<b>April</b>	
1	The Darker Side of Group Communication —Part 4
4	<b>Exam 2</b>
6	Organizational Communication --Part 1
8	Organizational Communication --Part 2
11	Power and Communication
13	Mass Media/Uses & Gratification
15	6 Myths of the Business of Media --Part 1
18	6 Myths of the Business of Media --Part 2
20	Mass Media/Agenda Setting Theory
22	Mass Media/Social Learning Theory
25	Mass Media/Cultivation Theory
27	Postman's "Amusing Ourselves to Death"
29	Mass Media/Sex and Advertising <i>Last Day of Class</i>
<b>Final Exam:</b> Wednesday, May 4, 2011, from 8:30 PM to 9:30 PM, at UK's Memorial Auditorium.	
<i>Have a Great Summer!!!</i>	

### Intellectual Inquiry – Social Sciences

Although they vary in terms of content and intellectual traditions, foundational courses in the social sciences promote an understanding, based on living bodies of theory and research, of individuals in the context of social interactions, groups, and societies. Human societies are diverse and varied, with different understandings of the world among them, and with a multiplicity of actors within them who do not necessarily share the same views or goals. As a consequence, human phenomena are not as easily predictable as natural phenomena, and social science inquiry can lead to many plausible answers to any given question. Nevertheless, inquiry in the social sciences is empirical, guided by rigorous but varied theories and methods. Thus, students who complete a General Education course in the social sciences should understand how a discipline's modes of scholarly inquiry have led to the development of the discipline's shared bodies of knowledge and the interplay between a social science discipline and its broader social context. The successful social science course will present a variety of approaches to any given question about social phenomena, preparing students to critically evaluate the variety of social situations with which they may be confronted in their everyday lives.

1. Demonstrate knowledge of the theories associated with a social science discipline, either broadly or as applied to an important social science topic.
2. Demonstrate an understanding of methods and ethics of inquiry that lead to social scientific knowledge.
3. Demonstrate an ability to identify and use appropriate information resources to substantiate evidence-based claims.
4. Demonstrate knowledge of how a social science discipline influences society.
5. Demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.