



COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES
Division of Communication, Media and Fine Arts

CO 491 Seminar: Communication & Media Capstone **Course Syllabus and Calendar**

Section Information

Section 01

M/W 12:30–1:50 pm | EC 105

Instructor:

Dr. Manuel Lujan Cruz

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Office: EC213B

Office Hours:

Mon/Wed: 10:00-12:00 pm

Friday: 10:00-12:00 pm

Mobile: (671) 787-1289

Catalog Description

This seminar is a Communication and Media topics course that focuses on relevant practices in your chosen program track. Topics can include film production and studies or professional and communication research. Prerequisites: Senior standing and completion of CO-450 and CO-236 or consent of instructor.

Recommended Text: *Understanding Communication Research Methods: A Theoretical and Practical Approach*, 3rd Edition. By Stephen Croucher and Daniel Cronn-Mills

Learning Outcomes

Upon successful completion of this course, the student should be able to:

- *SLO1. Identify representative theories in the field of communication— **Assessed through a) weekly writing exercises and final theory paper/ presentations***
- *SLO2. Demonstrate knowledge of the functions of theories in understanding communication problems—**Assessed through a) major writing assignments with accompanying presentations; b) weekly writing exercises; c) final paper***
- *SLO3. Utilize basic skills in research methodology used to test theories in communication—**Assessed through a) final paper and presentation***

The course is also linked to the learning outcomes of the Communication & Media Program:

- Be able to effectively communicate in oral and written forms for a wide variety of purposes and audiences
- Demonstrate a theoretical understanding of issues relevant to functioning as an effective and ethical source and consumer of media messages

Components of this course address the following institutional learning outcomes that have been established for the University of Guam:

- Mastery of critical thinking and problem solving
- Effective oral and written communication
- Understanding and appreciation of culturally diverse people, ideas and values in a democratic context
- Responsible use of knowledge, resources, and technology
- An interest in personal development and lifelong learning

Attendance Policy

Regular attendance is crucial for your success in this course. You are required to attend all classes, arrive on time, and actively participate in discussions and activities. Attendance, participation, and the timely submission of assignments are integral components of your grade.

Policy Details:

- You may miss up to **three (3)** classes without penalty, regardless of whether the absences are excused or unexcused.
- For each absence beyond the allowed three, **10% will be deducted from your final grade per absence.**
- Arriving more than **5 minutes late** will be recorded as an absence.
- Students who miss more than **7 class sessions (3.5 weeks)** will receive an automatic failing grade for the course.

Consistent attendance ensures you stay engaged and make the most of the learning opportunities provided. If you anticipate any challenges with attendance, communicate with me promptly.

Academic Honesty & Plagiarism

As a student of the University of Guam, you are expected to uphold the highest standards of academic integrity as outlined in the **UOG Student Handbook**. Any violation of academic honesty, including plagiarism, will result in an automatic **failing grade (F)** for the course and referral to the **Dean of CLASS** for further action.

What is Plagiarism?

Plagiarism occurs when you present someone else's work or ideas as your own or fail to properly attribute sources. This includes paraphrasing without adequate citation. All submitted work must be original and properly cited. Submitting the same work for multiple courses without prior approval is also considered plagiarism.

Examples of Plagiarism:

- Submitting another person's work as your own.
- Copying words or ideas without giving proper credit.
- Failing to use quotation marks for direct quotes.
- Providing incorrect or incomplete source information.
- Paraphrasing while retaining the sentence structure of a source without proper attribution.
- Using so many words or ideas from a source that it dominates your work, even if cited.

How to Avoid Plagiarism:

Plagiarism can be avoided by properly citing all borrowed materials. When in doubt, ask for guidance on citation practices or consult citation guides.

Penalties for Plagiarism or Academic Dishonesty:

- A **zero** grade on the assignment or exam.
- A **15% deduction** from the final course grade.
- Severe cases may lead to a failing grade for the course, suspension, or expulsion from the university.

Maintaining academic honesty is essential to your success and ensures the value of your education. If you have any questions or need clarification, do not hesitate to reach out.

Artificial Intelligence (AI) Statement

The use of Artificial Intelligence (AI) as a research tool is allowed, but it must not replace the student's original ideas, creativity, and critical thinking. AI should be used only as a tool to assist in research, and proper attribution must be given to any AI-generated content. All work submitted for grading must be the sole product of the student's endeavors. Any violation of academic integrity will be dealt with accordingly.

Example of attribution language:

“The author generated this text in part with GPT-4, OpenAI’s large-scale language-generation model. Upon generating draft language, the author reviewed, edited, and revised the language to their own liking and takes ultimate responsibility for the content of this publication.”

ADA Policy and Commitment to Student Learning

If you are a student with a disability who will require accommodation(s) to participate in this course, please contact me or the Institutional Compliance Officer privately to discuss your specific needs. You will need to provide me with documentation concerning your need for accommodation(s) from the EEO/ADA & TITLE IX Office. If you have not registered with the EEO/ADA & TITLE IX Office, you should do so immediately at 735-2244, (TTY) 735-2243 to coordinate your accommodation request.

Assessment Breakdown

| | |
|---------------------------------|-----|
| Class Discussion and Engagement | 5% |
| Research Proposal | 14% |
| Literature Review | 14% |
| Data Collection & Analysis | 19% |
| Manuscript Drafts | 19% |
| Final Manuscript | 19% |
| Presentation | 9% |

Writing Expectations

This is a capstone course, and students are expected to demonstrate writing proficiency at the level of a college graduate. If you struggle with grammar, please utilize available resources, such as writing centers, online tools, or consultations with the instructor, to improve your skills.

Key Writing Standards:

- This is not a grammar class; proper grammar, spelling, and punctuation are mandatory.
- Papers with **more than 5 major grammatical errors** will be considered problematic and may receive a grade of zero.
- Papers with **more than 20% content taken from other sources** (even if cited) will automatically receive a zero.

Resubmission Policy:

- In certain cases, students may be allowed to redo an assignment.
- The final grade will be calculated as an **average of the initial score (0)** and the resubmitted work.
- Resubmitted assignments may also be weighted lower due to the additional time provided to complete them.

Ensure your work reflects the high standards expected at this level. If you have any questions or need assistance, seek help promptly.

Grading Criteria for papers

Much of the grading criteria below are adapted from Appendix C in Enerson, D. M., Johnson, R. N., Milner, S., & Plank, K. M. (1997). *The Penn State Teacher II*.

These grading standards establish four major criteria for evaluation at each grade level: rhetorical situation, reasoning and content, organization and expression. Since papers may have some characteristics of "B" and others of "C," the final grade depends on the weight the instructor gives to each criterion. A paper grossly inadequate in one area may still receive a very low grade even if it successfully meets the other criteria. A brief summary of the grading criteria is provided below. Please consult the grading criteria in Appendix C for a more detailed explanation.

The "A" Paper: Everything of a "B" paper, but in addition, an "A" paper is clear and consistent and the content is appropriate for the assignment. It also demonstrates clear organization and expression. There are no grammar and style issues. Sources are referenced and cited appropriately using APA style.

The "B" Paper: The "B" paper shows an awareness of the audience and purpose. Its content is reasonably well developed with adequate evidence. The organization is clear and expression is competent. The paper also demonstrates mastery of ALL conventions of edited English (grammar & style). Sources are referenced and cited appropriately using APA style.

The "C" Paper: The "C" paper has a clear purpose but lacks originality in topic selection. The content is adequately developed and supported with valid reasoning. Organization is clear with mechanical but appropriate transitions. The paper also demonstrates mastery of most conventions of edited English. An attempt is made to provide references and citations using APA style.

The "D" Paper: The "D" paper has a unclear purpose and an inappropriate topic for its intended audience. The content is inadequately developed and evidence is insufficient. The paper also shows flawed reasoning. Organization is deficient and the paper exhibits poor grammar.

The "F" Paper: The "F" paper has no clear purpose or remotely appropriate for its intended audience. The content is not developed nor adequately supported. The paper has no organization and serious errors with English comprehension. Requirements for the assignment are missing—i.e., the paper is incomplete.

Course Schedule *(Subject to Change)*

| [Week#] Week of | Day | Topic & Assignments | Reading and Assignments Due |
|--------------------|-----|--|-----------------------------------|
| [1] 1/22 | Wed | Course Introduction and Syllabus Reviewing the Communication Paradigms and Research Process | Chapter 1 |
| [2] 1/27 | Mon | Research Design | Chapter 2 |
| 1/29 | Wed | Research methods | Chapter 3 |
| [3] 2/3 | Mon | Working Session – Research Proposal Development | |
| 2/5 | Wed | 1-on-1 Conferences w/ Dr. Cruz | |
| [4] 2/10 | Mon | Proposal Presentations | |
| 2/12 | Wed | Proposal Revisions | Proposal Due |
| [5] 2/17 | Mon | Beginning of Data Collection | |
| 2/19 | Wed | Working Session – Data Collection Techniques | |
| [6] 2/24 | Mon | Continue Data Collection | |
| 2/26 | Wed | Continue Data Collection | |
| [7] 3/3 | Mon | Guam History & CHamoru Heritage Day (Observed) | |
| 3/5 | Wed | Continue Data Collection | |
| [8] 3/10 | Mon | Check-In Session | |
| 3/12 | Wed | Data Collection Preliminary Analysis | Report and Presentation |
| 3/17 | Mon | SPRING BREAK – NO CLASSES | |
| 3/19 | Wed | SPRING BREAK – NO CLASSES | |
| [9] 3/24 | Mon | Writing Focus – Literature Review | |
| 3/26 | Wed | Writing Focus – Literature Review | |
| [10] 3/31 | Mon | Writing Focus – Literature Review | |
| 4/2 | Wed | Literature Review Draft DUE | Draft Due |

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| [11] 4/7 | Mon | Writing Focus – Methodology | |
| 4/9 | Wed | Writing Focus – Methodology | |
| [12] 4/14 | Mon | Writing Focus – Methodology | |
| 4/16 | Wed | Methodology Draft DUE | Draft Due |
| [13] 4/21 | Mon | Writing Focus – Findings and Discussion | |
| 4/23 | Wed | Writing Focus – Findings and Discussion | |
| [14] 4/28 | Mon | Writing Focus – Findings and Discussion | |
| 4/30 | Wed | Findings and Discussion Draft DUE | Draft Due |
| [15] 5/5 | Mon | Working Session – Presentations | |
| 5/7 | Wed | Working Session – Presentations | |
| [16] 5/12 | Mon | 1-on-1 Conferences w/ Dr. Cruz | |
| 5 /14 | Wed | Capstone Presentations | |