

Communication 440
CAPSTONE-SENIOR PROJECT IN
INTERPERSONAL/ORGANIZATIONAL COMMUNICATION
Fall 2015

Wednesday 11:00 a.m. – 1:50 p.m.
CAC 315

Professor: Dr. Sylvia L. Mikucki-Enyart
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Office hours: Tuesdays and Thursdays, 10:00 – 11:00 a.m., and by appointment.

Course Description: Communication 440 is an advanced course that allows students to reflect on and synthesize the knowledge associated with their experience within the Communication major.

Overarching Learning Outcomes: Students in the Division of Communication will be able to...

- Communicate effectively using appropriate technologies for diverse audiences.*
- Plan, evaluate, and conduct basic (quantitative and qualitative) communication research.*
- Use communication theories to understand and solve communication problems.*
- Apply historical communication perspectives to contemporary issues and practices.*
- Apply principals of ethical decision making in communication contexts.*

*Outcomes supported by this course

Additionally, per the outcomes listed in the Undergraduate and Graduate Catalog, students completing a capstone course will be able to...

- Complete a project that integrates knowledge, skills, and experiences related to those General Education Program Outcomes appropriate to the discipline (see above).
- Demonstrate skills, processes, and resources needed to make a successful transition from college to the world beyond.

ASSIGNMENTS & GRADING

Required Reading

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional readings will be posted to D2L

Assignments & Assessment

1. Getting a J-O-B assignment: For this assignment you will find two job openings you would like to apply to. After reading the *UWSP Career Planning Guide* you will then create a resume, cover letter, and list of references for each position, in addition to any specific application materials required by the posting. These materials are due September 16th and will be “work shopped” in class. Additionally, you will create a LinkedIn profile (or update your existing one).

Finally, you will research each company you are applying to and put together a brief presentation about the company, why you want to work there, and why you are a good fit for the position. You will present this information to the class on September 23rd and October 7th. Your finalized job application materials are due the day of your scheduled presentation.

2. Graduate school assignment: Similar to the previous assignment, you will research a graduate school program and complete the relevant application materials, including a vita and a personal statement. You will also create and deliver a brief presentation outlining the program, why you are a good fit for the program, and the career objectives the program will allow you to fulfill.

3. Research project: In research teams (and with the assistance of the professor) you will conduct a research study focusing on an aspect of interpersonal and/or organizational communication. The project will be broken down into several parts and you will be given ample amount of in-class time to develop and work on your project.

Annotated bibliography: Each group member will provide a brief summary of four research articles (no duplicates in the group), including how you plan to incorporate them into your study and/or how they inform your study. An example will be posted on D2L.

Research proposal & measure: For this portion of the project you will turn in the “front end” of your research study, including your theoretical background, research questions and/or hypotheses, and the methods you will use to collect data, including your measurement instrument. More details will be provided on a separate handout.

Final research paper: The revised version of your “front end” as well as your results and discussion section.

Grading Philosophy: My primary aim is for you to understand course material and its utility and application in your daily life. As such, I view grades as a means to an end, not an end themselves. In other words, I want you to be focused on learning rather than simply receiving a high grade. If you focus on the latter this course will seem onerous, assignments and exams will seem like obstacles, and your motivation will quickly evaporate. If you focus on the former, however, you are more likely to stay engaged, involved, and motivated. And, in more cases than not, this intrinsic desire and motivation often goes hand-in-hand with higher marks.

Based on my philosophy, I view grading as a tool that allows me to (a) assess your demonstrated competence of particular content area, and (b) provide you feedback on how well you appear to comprehend course material. Unfortunately, I cannot assess or assign a grade to effort or time. Even if you worked “really hard” on a paper or spent “hours” studying for a test, I can only evaluate how competently you demonstrate knowledge and understanding of lecture and

textbook material. If you are unhappy with your grade, I am happy to meet with you to discuss your approach to learning, such as how you prepare for class, assignments, and exams.

Additionally, students often ask why points were deducted from a writing assignment. This question suggests that you began the assignment with a 100%. I take the approach that all student assignments begin at a 0% and students earn rather than lose points.

Graded Assignments: Your grade will be calculated based on your scores from following assignments:

Getting a J-O-B	30%
Graduate school	20%
Research project	50%
Annotated bibliography (15%)	
Research proposal & measure (15%)	
Final research paper (30%)	
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Total Grade:	100%

Grading Scale: The following grading scale is used to determine your final grade.

100% - 94% = A	79% - 77% = C+	59% or less = F
93% - 90 = A-	76% - 74% = C	
89% - 87% = B+	73% - 70% = C-	
86% - 84% = B	69% - 67% = D+	
83% - 80% = B-	66% - 60% = D	

Course Guidelines and Policies

Attendance: Daily attendance is not mandatory, nor do I take attendance. However, regular attendance is an essential part of performing well in class. For example, a great deal of lecture will stem from material that is not included in the readings. Additionally, the bulk of information needed to successfully conduct and report a research study will be presented and discussed in class. As a result, students are strongly encouraged to attend all class sessions.

Although daily attendance is encouraged, I recognize that life sometimes interferes with your ability to attend class. If you do miss a class period *it is YOUR responsibility to obtain all the information presented in class, including assignments, course material, announcements, and schedule changes from a classmate.* I do not give copies of my notes to students, so you must get this information from a classmate. If information or content is unclear, please do not hesitate to contact me.

Tardiness: Although attendance is not taken, it is unprofessional and disrespectful to come to class late. I understand that occasionally circumstances arise that may prevent you from being punctual; however, please do not make this a daily occurrence. Remember: Early is on time, on time is late, and late is unacceptable.

Excused Absences: An absence on a test day will only be excused for a University-sponsored activity (with a note provided by an advisor or coach), documented illnesses (including flu-like symptoms), or attendance at a funeral (bring a funeral card or obituary). However, just like your job, you must “call in” if you are going to be absent. You must inform me TWO WEEKS before in advance if you are unable to take the exam on the scheduled date. If you do not inform me in advance of your absence you will not be able to retake the test. In addition, all make-up exams will be solely in essay format.

Late Assignments: I do not except late assignments, period. The course schedule includes all due dates, including exam dates, please plan your work and travel schedule accordingly.

Grade Inquiry for Exam Items and Writing Assignments: Students are encouraged to take action if they believe an exam question or paper section was scored inaccurately. Students should submit a typed essay within one week after the exam or paper is returned in class. Essays should cite class material to convincingly argue for why the exam answer or paper section should be re-evaluated.

Delayed Enrollment in the Class: Of course, students are responsible for all material and assignments beginning from the first day of the semester. Students who enroll after the first day of class begin the course at a sizeable disadvantage, particularly because some points will already have been awarded. Students in this position should carefully consider whether they wish to enroll once the course is underway.

Email Etiquette: Email is a quick and convenient way for us to communicate outside of class. Remember, however, that you are still communicating with your professor. That being said, I expect all emails to be professional and courteous. Please make sure that all emails include a subject, a salutation (e.g., Dear Dr. Mikucki-Enyart, Hello Professor, etc.), content that is free of grammatical and spelling errors, a close (e.g., From, Sincerely, etc.), and your name. I will not respond to emails that do not include these elements. Also, be mindful of the tone of your email.

Technology Policy: Please refrain from texting, g-chatting, facebook-ing, or doing anything else non-class related during class time. If you are unable to be “unplugged” I ask that you do not attend class. I reserve the right to ask you to refrain from bringing a laptop to class or leave class if your behavior distracts your fellow classmates and prevents them from learning, or distract me.

Classroom Environment: UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, the University has developed a set of expectations for all students and instructors. This set of expectations is known as the *Rights and Responsibilities* document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, please visit the following link: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

Academic Integrity: Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarisim, and helping others commit violations) is taken very seriously and will not be tolerated. The *minimum* penalty for a violation

of academic integrity is a failure (zero) for the assignment. Students who violate the university's academic code will be rigorously sanctioned. For more information, please visit:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/Academic%20Integrity%20Brochure.pdf>

To protect against cases of academic dishonesty, all major writing assignments will be submitted through Dropbox via D2L and checked against Turnitin.

Religious Holidays: The university does not observe all religious holidays. Students who observe religious holidays that conflict with class sessions should notify me in writing within the first two weeks of the semester.

Disability Issues: The Americans with Disabilities Act (ADA) is a federal law requiring education institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, please visit:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then notify me in writing within the first two weeks of the semester. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the LRC. You can also find more information here: <http://www4.uwsp.edu/special/disability>