

Communication Theory

Fall 2016

CJT 651 Section 001, Wednesday 2-4:45 PM
Room: Enoch Grehan Journalism Building Room 223

Quotes about theory

"Theories contain instructions for reading the world and acting in it." (Anderson, 1996)

"[A theory is] any organized set of concepts, explanations, and principles of some aspect of human experience." (Littlejohn & Foss, 2008)

Instructor Contact Information:

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Office Hours: Wednesdays 1:00-2:00, and by appointment

Course Description:

This required doctoral seminar provides an examination and critical analysis of the major theories of communication processes, including systems theory, structural theories and semiotics, behaviorism, symbolic interactionism, theories of the social construction of reality, and other theoretical approaches to the study of communication. As such, this course involves the excavation, critical analysis, and where necessary, deconstruction of the philosophical building blocks and metatheoretical assumptions that form the foundations of various approaches to the construction of theories, methods, and arguments used to support claims to truth in the study of communication. The course will be framed with discussions of the differences and/or similarities among these approaches in terms of their take on epistemology, ontology, praxeology, and axiology. First, we will answer questions such as, "What is a theory?" And "How are theories that explain or predict elements of the phenomenal world, created?" Once we have the tools to examine and evaluate these theories, we will investigate the history and development of theoretical work in applied communication contexts.¹

General Course Objectives:

After completing this seminar, students will:

1. Understand the importance of communication theory from multiple philosophical perspectives including the specific influences of various epistemic traditions and schools of thought on the development of theories used in communication research.
2. Expand upon their knowledge of the historical development, conceptual framework, and current status of several key communication theories in multiple contexts from major philosophical perspectives.

3. Distinguish the relationship between theory and research methods, including standards for evaluation and analysis of theories through discussion and critique of current communication theories.
4. Master the vocabulary of and ethics regarding the study of communication theory.
5. Acquire the tools to analyze and critique theory at a high level, using appropriate criteria.
6. Begin thinking about ways to integrate new philosophical and/or theoretical insights into the current body of knowledge that constitutes individual fields of specialization.

Required Textbooks:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed). Washington, D.C.: Author. Checkout: <https://libraries.uky.edu/record.php?lir id=1077>

Littlejohn, S. W., & Foss, K. A. (2011). *Theories of human communication* (10th ed). Belmont, CA: Thomson Wadsworth.

Supplemental journal articles and book chapters will also be required throughout the course. All supplemental articles will be available on Canvas.

Course Requirements and Assignments:

Attendance/In-Class Participation

This is a *discussion* class. The primary focus of your participation should be engaged and lively discussion. Students should complete assigned readings and make notes about readings **before** class so they can participate in an enthusiastic and informed manner. Other components of active, in-class participation include thoughtful and appropriate verbal participation (more does not always = better), concentrating on course material rather than distractions (e.g., laptops, cell phones), and providing support to class members. I will record notes about participation for each student during class and after every course session I will assign each student a participation grade for the week (a total of 5 points each week for 14 weeks = 70 possible points).

I also recognize that there are multiple learning styles and I will take note of supplementary forms of participation such as active listening and taking notes during seminar, providing focused attention for the entire class period, and course-related but non-assignment-related office hour visits.

Weekly Response Papers

The *weekly response papers* should be one page in length (double spaced) and help you organize your thoughts and/or communicate your reactions to (e.g., confusion, joy, anger), the week's readings. These papers could represent reactions, extensions, rants, raves, critiques, questions, ideas, and so on. An important and required part of each paper should be a section title "*What I Would Like to Talk About This Week is . . .*"

Additionally, you are required to come up with at least one discussion question, preferably two, per week. I will use your thoughts and discussion questions in planning for each class session. Discussion questions should be detailed and open-ended. They should reflect higher-level thinking and connection between the readings. Weekly papers are due at 9AM on each day of class (beginning Wednesday August 31) and must be word-processed and submitted to the appropriate location on Canvas. NOTE: The link will close at 9AM and you will not be able to submit the assignment late or via email. I do not accept assignments via email. These papers will not be graded (you either do them CORRECTLY or you do not) and they are worth 10 points apiece. I expect that these papers will help you prepare your class participation. They are also important because they help me understand what to expect from students in class.

Midterm Examination

A take-home midterm examination will be provided on October 5, 2016. Students will be given two weeks to complete the exam that consists of a series of short answer and essay questions (based on class readings up to that point). The midterm exam will assess synthesis, application, and evaluation of foundational course content. The midterm examination is due on Wednesday, October 19, 2016.

Group Project and Presentation

The *group project paper and presentation* will involve students (ideally in groups of 2 or 3) explicating one of the areas of interest in the College of Communication and Information (i.e., Department of Communication, Journalism and Media Studies, Department of Integrated Strategic Communication, School of Information Science, and Instructional Communication). There may be more than one group for a particular area depending on interest and the size of the class. You will interview at least two faculty members and read at least five articles and chapters, written by faculty members in that area) to determine what the current important theories are. The results of this information seeking must generate both a paper and a class presentation. Your paper should discuss how theory and paradigmatic allegiances are used by scholars' work in this area of the College. **An exemplar theory (article or chapter) from a faculty member in your assigned area should be distributed to me and the class one week before the presentation.** My expectation is that the written portion of the project will be 6-8 pages. The presentation should reiterate what is discussed in the paper for the class in an

interesting and informative manner. Visual aids, such as Prezi, are encouraged but not required. The presentation will be similar to a conference presentation where each group will get a chance to speak and I will respond at the end. The presentations will be about 10-15 minutes in length. More details will be provided in class and on Canvas.

Theory Evaluation Paper

The *theory evaluation paper* will involve choosing a theory, describing it, explicating its underlying assumptions and perspectives, and evaluating it given criteria discussed in class. The term paper is a detailed critical review of literature that presents the origins and traces the development of a prominent communication theory. The theory should be associated with one of the areas that we will examine in this course. One section of the paper should focus on the development of the theory. Which part of the discipline does this theory fit into? What led to the development of this theory? What are the epistemological, ontological, and axiological assumptions that underlie this theory? Has the theory been tested? How well does the theory withstand these tests? Has the theory generated scholarship? How? My expectation for this paper is that it will be a detailed review of your chosen theory. I want you to use this paper to become an expert on this theory but also to have a well-written paper. Your paper should be appropriate for presentation at the meetings of a national, regional, or state communication association. It should also conform to the following guidelines:

1. Papers should be of convention-submission quality and approximately 18-22 pages in length (excluding title page, abstract, references, appendices, etc.).
2. Papers should follow APA (6th ed.) style and format.
3. A 1-2 page summary/overview/progress report is due no later than October 26.
4. The final manuscript is due Wednesday December 14.

Assignment	Possible Points	Points Earned
Attendance/In-Class Participation	70	
Weekly Response Papers	130	
Midterm Exam	200	
Placement Paper	100	
Group Project and Presentation	150	
Theory Evaluation Paper	250	
TOTAL	900	

Grading Scale:

810-900 = A

720-809 = B

630-719 = C

Below 630 = F

***** NOTE: I do not round up grades. Grades are out of points, not percentages.**

Seminar Format, Policies, and Decorum:

While we will create our own norms of decorum throughout the semester, it is important that we agree to some basic rules of decorum in the conduct of this seminar.

Method of Instruction

This is a seminar class. The lecture method of dispensing information is for many purposes impractical and inefficient in a graduate seminar. I expect you to acquire information with minimal teacher direction and employ your own personal learning strategies. With a few exceptions, I will not come prepared to lecture on course materials. Rather, I will come armed with a number of questions (some taken from your weekly papers) designed to generate course discussion. Ideally, active participation in class will facilitate all students' understanding of course material.

Differences in Scholarly Positions

Over the course of the semester, we will be discussing myriad positions one can possess about communication theory and scholarship. We will compare and contrast theories and perspectives; however, this course is **not** about which perspective is "best." Instead, my goal is to introduce you to the various perspectives that typify the communication discipline and encourage lively and civil discussion about these perspectives – both their advantages and disadvantages.

Religious Holidays

Students anticipating an absence for a major religious holiday are responsible for notifying the Instructor in writing of anticipated absences due to their observance of such holidays no later than the last day of add/drop. Information regarding dates of major religious holidays may be obtained through the religious liaison, Dr. David Beach (859-257-2754).

Accommodations for Disabilities

If you have a documented disability that requires academic accommodations, please see me by the end of the second week of class during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (725 Rose Street, Multidisciplinary Science Building, Suite 407, Lexington, KY 40536-0082, (859) 257-2754, email address susan.fogg@uky.edu) for coordination of campus disability services available to students with disabilities.

<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/index.html>

Academic Honesty

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

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. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Late Work

Due dates for all assignments are provided on the semester course calendar at the end of this syllabus. I will expect all assignments, except the weekly response papers, to be submitted on Canvas by class time (2 pm) on the day they are due. Graduate students should not be submitting late assignments. However, in extreme circumstances (deemed by me to be extreme) I will accept an assignment late. In that case, your assignment will receive a 10% deduction for every day that it is submitted late. **NOTE: Completion of *all* assignments is necessary for successful completion of the course. No one may receive a passing grade without completing all of the assignments.**

Incomplete grades ("Is") are given in CJT 651 only in extreme situations, where a documented late-in-the-semester medical or family emergency is presented to the instructor before incomplete assignments are due. Finally, it is expected that all assignments for this class be original. To re-work or "extend" a paper from another course is academic plagiarism. However, students are welcome to build upon previous work in an area of inquiry. If you have any question about this policy, I would be delighted to discuss your projects with you early in the term.

Technology Policy

I recognize that we live in a digital world and staying connected is important. However, during seminar, I expect you to turn your cell phone on silent and any other things that you own that vibrate, beep, ring, or are distracting to you and others while in this class should be silenced too.

I see the value of having your laptop in the classroom and I realize that many of you will use your laptop to take notes and consult readings for the week. Your laptop should not be viewed as an opportunity to surf the web, update your Facebook or Instagram page, etc. There will be certain times in class when I ask everyone to put away your laptops (e.g., guest lectures, classmate presentations, etc.). If computer use becomes a distraction to learning/teaching, I will not hesitate to ban them. I reserve the right to ask you to leave the class for the day if you are text messaging or using your cell phone and/or laptop inappropriately.

Food/Drink in the Classroom

Small snacks and drinks are permitted in class, as long as they do not distract (e.g., large food items, crinkly wrappers, strong odors, etc.) others from learning.

Seminar Calendar* - This is tentative and subject to change.

Week	Date	Description	Assignments
1	Aug 24	Introductions and review of syllabus	
2	Aug 31	Communication Theory: Definitions, Foundations	Weekly Response Paper (WRP) #1
3	Sept 7	Metatheoretical Assumptions and Evaluative Criteria	WRP #2
4	Sept 14	Seven Traditions and the History of Communication Research	WRP #3
5	Sept 21	Relationship between Theory and Research	WRP #4
6	Sept 28	The Communicator	WRP #5 & Placement Paper Due
7	Oct 5	The Message	WRP #6
8	Oct 12	The Conversation	WRP #7
9	Oct 19	The Relationship	WRP#8 & Midterm Due
10	Oct 26	The Group	WRP #9 & Theory Evaluation Progress Report Due
11	Nov 2	The Organization	WRP #10
12	Nov 9	NCA	No Class
13	Nov 16	Group Project Presentation Conference Panel	Group Project Paper & Presentation Due
14	Nov 23	The Media Part I	WPR #11
15	Nov 30	The Media Part II	WRP #12
Dead	Dec 7	Culture and Society	WRP #13
Finals	Dec 14		Theory Evaluation Paper Due

Course Readings:

Week 1: No readings

Week 2: Communication Theory – Definitions, Concepts, and Foundations

Littlejohn & Foss – Chapter 1

Berger, C. R., Roloff, M. E., Roskos-Ewoldson, D. R. (2010). What is communication science? In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldson (Eds.), *The Handbook of Communication Sciences* (pp. 1-20). Thousand Oaks, CA: Sage.

Farrell, T. B. (1987). Beyond science: Humanities contributions to communication theory. In C. R. Berger & S. H. Chaffee, Eds.), *The Handbook of Communication Science* (pp. 123-139). Newbury Park, CA: Sage.

Berger, C. R. (1991). Communication theories and other curios. *Communication Monographs*, 58, 101-113. doi: 10.1080/03637759109376216

Craig, R. T. (1993). Why are there so many communication theories? *Journal of Communication*, 43, 26-33. doi: 10.1111/j.1460-2466.1993.tb01273.x

Week 3: Metatheoretical Assumptions and Evaluative Criteria

Littlejohn & Foss – Chapter 2

Anderson, J. A., & Baym, G. (2004). Philosophies and philosophic issues in communication, 1995-2004. *Journal of Communication*, 54, 589-615. doi: 10.1111/j.1460-2466.2004.tb02647.x

Craig, R. T. (2009). Metatheory. In S. W. Littlejohn & K. A. Foss (Eds.), *Encyclopedia of Communication Theory*, Vol. 1 (pp. 657-661). Thousand Oaks, CA: Sage.

Littlejohn, S. W. (2009). Evaluating communication theory. In S. W. Littlejohn & K. A. Foss (Eds.), *Encyclopedia of Communication Theory*, Vol. 1 (pp. 363-365). Thousand Oaks, CA: Sage.

Davis, M. S. (1971). "That's interesting!": Towards a phenomenology of sociology and a sociology of phenomenology. *Philosophy of the Social Sciences*, 1, 309-344.

Week 4: Seven Traditions and the History of Communication Research

Littlejohn & Foss – Chapter 3

Craig, R. T. (1999). Communication theory as a field. *Communication Theory*, 9, 119-161. doi: 10.1111/j.1468-2885.1999.tb00355.x

Bryant, J., & Pribanic-Smith, E. (2010). A historical overview of research in communication science. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldson (Eds.), *The Handbook of Communication Science*. Thousand Oaks, CA: Sage.

Week 5: Relationship between Theory and Research

- Stacks, D. W., & Salwen, M. B. (2009). Integrating theory and research: Starting with questions. In D. W. Stacks & M. B. Salwen (Eds.), *An integrated approach to communication theory and research* (2nd ed). (pp. 2-14). Mahwah, NJ: LEA.
- Beatty, M. J. (2009). Thinking quantitatively. In D. W. Stacks & M. B. Salwen (Eds.), *An integrated approach to communication theory and research* (2nd ed). (pp. 30-39). Mahwah, NJ: LEA.
- Anderson, J. A. (2009). Thinking qualitatively: Hermeneutics in science. In D. W. Stacks & M. B. Salwen (Eds.), *An integrated approach to communication theory and research* (2nd ed). (pp. 40-58). Mahwah, NJ: LEA.
- Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16, 837-851. doi: 10.1177/1077800410383121
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational researcher*, 33, 14-26. doi: 10.3102/0013189X033007014
- Keyton, J., Bisel, R. S., & Ozley, R. (2009). Recasting the link between applied and theory research: Using applied findings to advance communication theory development. *Communication Theory*, 19, 146-160. doi: 10.1111/j.1468-2885.2009.01339.x

Week 6: The Communicator

Theories Covered: *Attribution, Elaboration Likelihood, Expectancy-Value, Theory of Reasoned Action, Cognitive Dissonance, Problematic Integration, Standpoint, Queer*

Littlejohn and Foss – Chapter 4 – Skim relevant sections

- Seibold, D. H., & Spitzberg, B. H. (1982). Attribution theory and research: Formalization, review, and implications for communication. In B. Dervin & M. J. Voight (Eds.), *Progress in communication sciences, vol. 3* (pp. 85-125). Norwood, NJ: Ablex.
- Babrow, A. S. (1992). Communication and problematic integration: Understanding diverging probability and value, ambiguity, ambivalence, and impossibility. *Communication Theory*, 2, 95-130. doi: 10.1111/j.1468-2885.1992.tb00031.x
- O’Keefe, D. J. (1990). *Persuasion: Theory and research*. Newbury Park, CA: Sage. (Chapter 6: Elaboration Likelihood Model, pp. 95-116).
- Azjen, I. (1985). From intentions to actions: A theory of planned behavior. In J. Kuhl & J. Beckmann (Eds.), *Action control: From cognition to behavior* (pp. 11-39). NY: Springer-Verlag.
- Wood, J. T. (2005). Feminist standpoint theory and muted group theory: Commonalities and divergences. *Women and Language*, 28, 61-64.
- McDonald, J. (2015). Organizational communication meets queer theory: Theorizing relations of “difference” differently. *Communication Theory*, 25, 310-329. doi: 10.1111/comt.12060

Week 7: The Message

Theories Covered: *Semiotics, Narrative Paradigm, Hermeneutics, Message-Design Logic, Inoculation, Instructional Communication Theory (see article)*

Littlejohn and Foss – Chapter 5 – Skim relevant sections

Leeds-Hurwitz, W. (2009). Semiotics and semiology. In S. Littlejohn and K. Foss (Eds). *Encyclopedia of Communication Theory, Vol. 1* (pp. 874-876). Thousand Oaks, CA: Sage.

Fisher, W. R. (1984). Narration as a human communication paradigm: The case of public moral argument. *Communication Monographs, 51*, 1-22. doi: 10.1080/03637758409390180

Deetz, S. (1978). Conceptualizing human understanding: Gadamer's hermeneutics and American communication studies. *Communication Quarterly, 26*, 12-23. doi: 10.1080/01463377809369288

O'Keefe, B. J., & McCornack, S. A. (1987). Message design logic and message goal structure: Effects on perceptions of message quality in regulative communication situations. *Human Communication Research, 14*, 68-92. doi: 10.1111/j.1468-2958.1987.tb00122.x

Pfau, M., Kenski, H. C., Nitz, M., & Sorenson, J. (1990). Efficacy of inoculation strategies in promoting resistance to political attack messages: Application to direct mail. *Communication Monographs, 57*, 25-43. doi: 10.1080/03637759009376183

Waldeck, J. H., Kearney, P., & Plax, T. G. (2001). Instructional and developmental communication theory and research in the 1990s: Extending the agenda for the 21st century. In W. B. Gudykunst (Ed.), *Communication Yearbook 24*. Thousand Oaks, CA: Sage.

Week 8: The Conversation

Theories Covered: *Uncertainty Reduction Theory, Expectancy Violations, Interpersonal Deception, Symbolic Interactionism, Face Negotiation, Coordinated Management of Meaning, Invitational Rhetoric*

Littlejohn and Foss – Chapter 6 – Skim relevant sections

Berger, C. R., & Calabrese, R. J. (1975). Some explorations in initial interaction and beyond: Toward a developmental theory of interpersonal communication. *Human Communication Research, 1*, 99-112. doi: 10.1111/j.1468-2958.1975.tb00258.x

Burgoon, J. K. (1993). Interpersonal expectations, expectancy violations, and emotional communication. *Journal of Language and Social Psychology, 12*, 30-48. doi: 10.1177/0261927X93121003

Buller, D. G., & Burgoon, J. K. (1996). Interpersonal deception theory. *Communication Theory, 6*, 203-242. doi: 10.1111/j.1468-2885.1996.tb00127.x

- Johnson, C. D., & Picou, J. S. (1985). The foundations of symbolic interactionism reconsidered. In H. J. Helle & S. N. Eisenstadt (Eds.), *Micro-sociological theory: Perspectives on sociological theory vol. 2* (pp. 54-70). Beverly Hills, CA: Sage.
- Ting-Toomey, S., & Kurogi, A. (1998). Facework competence in intercultural conflict: An updated face-negotiation theory. *International Journal of Intercultural Relations*, 22, 187-225. doi: 0147-1767/98
- Pearce, W. B. (1976). The coordinated management of meaning: A rules based theory of interpersonal communication. In G. R. Miller (Ed.), *Explorations in interpersonal communication* (pp. 17-35). Beverly Hills, CA: Sage.
- Foss, S. K., & Griffin, C. G. (1995). Beyond persuasion: A proposal for an invitational rhetoric. *Communication Monographs*, 62, 1-18. doi: 10.1080/03637759509376345

Week 9: The Relationship

Theories covered:

Social Penetration, Dialogics, Relational Dialectics, Communication Privacy Management, Carl Rogers, Social Exchange Theory

Littlejohn and Foss -Chapter 7 - Skim relevant sections

- Gilbert, S. J. (1976). Empirical and theoretical extensions of self-disclosure. In G. R. Miller (Ed.), *Explorations in interpersonal communication* (pp. 197-216). Beverly Hills, CA: Sage.
- Baxter, L. A. (1990). Dialectical contradictions in relationship development. *Journal of Social and Personal Relationships*, 7, 69-88. doi: 10.1177/0265407590071004
- Petronio, S. (1991). Communication boundary management: A theoretical model of managing disclosure of private information between marital couples. *Communication Theory*, 4, 311-335. doi: 10.1111/j.1468-2885.1991.tb00023.x
- Cissna, K. N., & Anderson, R. (1990). The contributions of Carl R. Rogers to a philosophical praxis of dialogue. *Western Journal of Speech Communication*, 54, 125-147. doi: 10.1080/10570319009374331
- Solomon, D. H., & Knobloch, L. (2004). A model of relational turbulence: The role of intimacy, relational uncertainty, and interference from partners in appraisals of irritations. *Journal of Social and Personal Relationships*, 21, 795-816.
- Ferrara, M. H., & Levine, T. R. (2009). Can't live with them or can't live without them?: The effects of betrayal on relational outcomes in college dating relationships. *Communication Quarterly*, 57, 187-204. doi: 10.1080/01463370902881734

Week 10: The Group

Theories Covered: *Input-Output-Process Model, Bona-Fide Group, Functional Perspective, Structuration, Groupthink, Social Identity Theory*

Littlejohn and Foss - Chapter 8 - Skim relevant sections

- Jarboe, S. (1988). A comparison of input-output, process-output, and input-process-output models of small group problem-solving effectiveness. *Communication Monographs*, 55, 121-142. doi: 10.1080/03637758809376162
- Putnam, L. L. (1994). Revitalizing small group communication: Lessons learned from a bona fide group perspective. *Communication Studies*, 45, 97-102. doi: 10.1080/10510979409368413
- VanderVoort, L. (2002). Functional and causal explanations in group communication research. *Communication Theory*, 12, 469-486. doi: 10.1111/j.14682885.2002.tb00279.x
- Poole, M. S., Seibold, D. R., & McPhee, R. D. (1985). Group decision-making as a structurational process. *Quarterly Journal of Speech*, 71, 74-102. doi: 10.1080/00335638509383719
- Courtright, J. A. (1978). A laboratory investigation of groupthink. *Communication Monographs*, 45, 229-246. doi: 10.1080/03637757809375968
- Dragojevic, M., & Giles, H. (2014). Language and interpersonal communication: Their intergroup dynamics. In C. R. Berger (Ed.), *Handbook of interpersonal communication* (pp. 29-51). Berlin: De Gruyter Mouton.

Week 11: The Organization

Theories Covered: *Network, Structuration, System, Organizational Culture, Sensemaking, Corporate Colonization, Emotion in Organizations (see article), Gendered Organizations*

Littlejohn and Foss – Chapter 9 – Skim relevant sections

- Shumate, M., Pilny, A., Atouba, Y., Kim, J., Pena-y-Lillo, M., Cooper, K. R., & Yang, A. S. S. (2013). A taxonomy of communication networks. *Communication Yearbook*, 37, 97-123.
- Littlejohn, S. W. (2009). System theory. In S. W. Littlejohn & K. A. Foss (Eds.), *Encyclopedia of Communication Theory*, Vol. 1 (pp. 950-954). Thousand Oaks, CA: Sage.
- Pacanowsky, M. E., & O'Donnell-Trujillo, N. (1982). Communication and organizational cultures. *Western Journal of Speech Communication*, 46, 115-130. doi: 10.1080/10570318209374072
- Weick, K. E., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the process of sensemaking. *Organization Science*, 16, 409-421. doi: 10.1287/orsc.1050.0133
- Scarduzio, J. A., & Tracy, S. J. (2015). Sensegiving and sensebreaking via emotion cycles and emotional buffering: How collective communication creates order in the courtroom. *Management Communication Quarterly*, 29, 331-357. doi: 10.1177/0893318915581647
- Acker, J. (1990). Hierarchies, jobs, bodies: A theory of gendered organizations. *Gender & Society*, 4, 139-158. doi: 10.1177/089124390004002002

Week 12: NCA

Week 13: Group Presentations

Week 14: The Media Part I

Theories Covered: *Semiotics of Media, Agenda Setting, Framing, Spiral of Silence*

Littlejohn and Foss – Chapter 10 – Read relevant sections

Scheufele, D. A., & Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. *Journal of Communication, 57*, 9-20. doi: 10.1111/j.0021-9916.2007.00326.x

McCombs, M. E., & Shaw, D. L. (1972). The agenda-setting function of mass media. *Public Opinion Quarterly, 36*, 176-187. doi: 10.1086/267990

Walgrave, S. & Van Aelst, P. (2006). The contingency theory of the mass media's agenda setting power: Toward a preliminary theory. *Journal of Communication, 56*, 88-109. doi: 10.1111/j.1460-2466.2006.00005.x

Noelle-Neumann, E. (1974). The spiral of silence: A theory of public opinion. *Journal of Communication, 24*, 43-51. doi: 10.1111/j.1460-2466.1974.tb00367.x

Walther, J. B. (1996). Computer-mediated communication: Impersonal, interpersonal, and hyperpersonal interaction. *Communication Research, 23*, 3-43. doi: 10.1177/009365096023001001

Week 15: The Media Part II

Theories Covered: *Cultivation, Uses & Gratifications, Diffusion of Innovations, Feminist Media Studies*

Littlejohn and Foss – Chapter 10 & 11 – Read relevant sections

Gerbner, G. (1998). Cultivation analysis: An overview. *Mass Communication & Society, 1*(3/4), 175-194. doi: 10.1080/15205436.1998.9677855

Ruggiero, T. E. (2000). Uses and gratifications theory in the 21st century. *Mass Communication and Society, 3*(1), 3-37. doi: 10.1207/S15327825MCS0301_02

Haider, M., & Kreps, G. L. (2004). Forty years of diffusion of innovations: Utility and value in public health. *Journal of Health Communication, 9*, 3-11. doi: 10.1080/10810730490271430

Darling-Wolf, F. (2009). Gender and media. In S. W. Littlejohn, and K. A. Foss (Eds). *Encyclopedia of Communication Theory, Vol 1* (pp. 428-431). Thousand Oaks, CA: California.

Week 16 (DEAD WEEK): Culture and Society

Theories Covered: *Modernism, Postmodernism, Cultural Studies, Co-Cultural (Chapter 5), Critical Rhetoric*

Littlejohn and Foss – Chapter 11 – Read relevant sections

- Mumby, D. (1997). Modernism, postmodernism, and communication studies: A rereading of an ongoing debate. *Communication Theory*, 7, 1-28. doi: 10.1111/j.1468-2885.1997.tb00140.x
- Bennett, T. (1998). Cultural studies: A reluctant discipline. *Cultural Studies*, 12, 528-545. doi: 10.1080/09502386.1998.10383119
- Orbe, M. P. (1998). From the standpoint(s) of traditionally muted groups: Explicating a co-cultural communication theoretical model. *Communication Theory*, 8, 1-26. doi: 10.1111/j.1468-2885.1998.tb00209.x
- McKerrow, R. E. (1989). Critical rhetoric: Theory and praxis. *Communication Monographs*, 56, 91-111. doi: 10.1080/03637758909390253

¹ I would like to note that this syllabus was created and adapted based on course material presented in previous syllabi by Dr. Derek Lane (UK) and also Dr. Paul Mongeau (ASU). I appreciate their assistance and willingness to share their intellectual ideas.