

Syllabus

**CJT 751 Communication Theory
Fall 2012**

Location: EGJ 223

Time: T 3:30- 6:00

Contact information

Instructor: J. David Johnson
EGJ 242

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Office Hours: W 2-4:00; TH 8-9; and by appointment

Course description

CJT 751 ADVANCED TOPICS IN COMMUNICATION THEORY CONSTRUCTION. (3)
Intensive examination of selected topics important to the construction, development, and testing of communication theories and problems. Prereq: Completion of required first-year curriculum for the Ph.D.

This seminar is intended to acquaint students with theory construction in communication. It seeks to promote student understanding, analytical skills, and critical thinking that will be essential to their later work in the discipline.

Course objectives

- A. To provide the student with an appreciation of the multiple perspectives available to understand communication theory.
- B. To promote understanding of basic communication problems.
- C. To increase understanding of controversies related to communication theory.
- D. To provide students with a 'toolkit' for developing definitions of constructs, their interrelationships, their embeddedness in contexts, and their limiting conditions.
- E. To provide students with an opportunity to integrate all of these components into their own coherent framework.

Textbooks

Zetterberg, H. L. (1965). *On theory and verification in sociology*. (Third Edition) Totowa, NJ: Bedminster Press.(Z) (This is a classic which is out of print. There are copies available at Amazon.com.) HM24 .Z4 1965, on reserve at UK library. I have also been told it is available free online here: http://www.questia.com/library/book/on-theory-and-verification-in-sociology-by-hans-l-zetterberg.jsp?CRID=bp_on_theory_and_verification_in_sociology_by_hans_l_zetterberg&OFFID=se1&KEY=bp_on_theory_and_verification_in_sociology&gclid=CJ7vr9Ku9q8CFY0BQAodSElrHQ

Maclean, N. (1992). *Young men & fire*. Chicago: University of Chicago Press. (M)

Okasha, S. 2002. *Philosophy of science: A very short introduction*. New York: Oxford University Press. (O)

Recommended:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (Sixth ed.) Washington, DC: American Psychological Association is recommended.

Other readings are available for download through UK library, on reserve for selected books, or from the instructor. See the assignments listed on the class schedule for more information on these readings.

Assignments

Due dates on course schedule. More detail will be given on the nature of assignments before they are due.

Many of the class sessions will be devoted to discussion and critique of the papers you present. Accordingly you will have the opportunity to critique (and hopefully) improve each others work. The ability to substantially modify your work in response to criticism (your own and others) is critical to your professional development.

Reaction papers: Specific topics will related to companion course material and will be specified in separate handouts. 200 total points 50 points each, 2-4 pages each.

Definition paper: Choose a central communication construct and conceptually define it. Select 5 other definitions in tabular format as an appendix. 100 points, 4-6 pages

Interrelationships (e.g., models, hypotheses, axioms), explanations paper: Specify interrelationships among your constructs. How do they relate to technology, health, and/or cultural/diversity factors. 100 points, 4-6 pages

Embeddness paper: Discuss how context, levels, embeddedness, and paradigm issues (in a subdiscipline or larger field) impact interrelationships. 100 points, 4-6 pages

Final paper: Incorporating critiques of prior papers and your own further reflections develop an integrated theory paper. 500 points, 20-25 pages

Point distributions and grades

1000-900=A

899-800=B

799-700=C

0-699=F

Instructor expectations

1. I expect you to attend every class session. The components are highly interrelated; missing a class will detract from your learning potential in subsequent sessions.
2. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
3. I expect you to actively participate in the discussions. This is not the type of class where you can “sit back and listen.”
4. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar, syntax, correct style and spelling will account for 10% of the grade for written work.
5. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
6. I require that each learner will utilize the *APA Publication Manual* as a guide for writing papers for this course and the grading rubric will be based on its precepts.

Academic honesty

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources (including comments/suggestions from others in class). Please see the University’s policies concerning the consequences for plagiarism. Source:

www.uky.edu/ombud/plagerism.pdf Policy:
www.uky.edu/usc/new/rulesandregulationsmark.htm

Inclement weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at <http://www.uky.edu/MicroLabs/documents/p-weather.pdf> or you can call (859) 257-5684.

Late work

Late work will not be authorized for any unexcused absences.

Late work will be accepted without penalty only if:

- (1) authorized by instructor before the due date and/or
- (2) an authorized medical or other serious excuse is provided.

If these conditions are not met, then 10% of the points for the assignment will be deducted for every school day, or fraction thereof, that it is late.

Extra credit

No extra credit will be permitted.

Attendance

Students should be aware that for successful completion of the assignments regular attendance is a must.

Accommodations

If you have a documented disability which requires academic accommodations, please see me as soon as possible during scheduled office hours. To receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter>). If you have not already done so, please register with the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@email.uky.edu) for coordination of campus services available to students with disabilities.

Classroom Courtesy

In all academic environments it is important that a person respect others who have come to learn. Personal conversations should not occur when the instructor or other students are presenting material. Also, you would be offended (and rightfully so) if we spent your class time reading the newspaper or engaging in other irrelevant and distracting tasks. Please accord presenters the same respect.

TENTATIVE COURSE SCHEDULE AND TOPICS

DATE	TOPIC	ASSIGNMENT DUE
AUG 28	Overview, Where do ideas come from?	
	<i>The tool kit</i>	
SEP 4	Definitions	Reaction Paper #1
SEP 11	Interrelationships	Definitions paper
SEP 18	Some persistent problems	
SEP 25	Context, levels, and limiting conditions	Interrelationships Paper
	<i>Other approaches</i>	
OCT 2	Testing/evaluating theories	
OCT 9	Metaphor Critical/interpretive, the role of paradox/dilemmas	Embeddedness Paper
OCT 16	Narrative, historical approaches	Reaction Paper #2
OCT 23	History and institutional factors in communication theory development	
OCT 30	STUDENT'S CRITIQUE	Reaction Paper #3
NOV 13	STUDENT'S CRITIQUE	
	<i>We are not alone, how others use our work</i>	
NOV 20	The personal side	
NOV 27	Other voices, Adding to the chorus	Final Paper
DEC 4	Summing up, pointing to the future	Reaction Paper #4

TENTATIVE LIST OF READINGS

AUG 28 Overview, Where to ideas come from?

M 1-15, Part 1

Chaffee, S. H., & Berger, C. R. (1987). What communication scientists do. In Berger, C. R., & Chaffee, S. H. (Eds.) *Handbook of Communication Science* (pp. 99-102). Newbury Park, Ca: Sage.

Recommended:

Z 1

O 1

Merton, R. K. 1987. Three fragments from a sociologist's notebooks: Establishing the phenomenon, specified ignorance, and strategic research materials. *Annual Review of Sociology*, 13: 1-28.

Craig, R. T. 1999. Communication theory as a field. *Communication Theory*, 9(2): 119-161.

Anderson, J. A., & Baym, G. 2004. Philosophies and philosophic issues in communication, 1995-2004. *Journal of Communication*, 54(4): 589-615.

SEP 4 Definitions

Z 2, 3

O pp. 103-112

Exemplars:

Babrow, A. S., Kasch, C. R., & Ford, L. A. 1998. The many meanings of *Uncertainty* in illness: Toward a systematic accounting. *Health Communication*, 10(1): 1-23.

Also see Lane et al. reading on November 27th

Miller, G. R. (1966). On defining communication: Another stab. *Journal of Communication*, 16, 88-98.

Dance, F. E. X. 1970. The 'concept' of communication. *Journal of Communication*, 20: 201-210.

Johnson, J. D. 1992. Approaches to organizational communication structure. *Journal of Business Research*, 25: 99-113.

SEP 11 Interrelationships, Explanations

Z 4, 5

O 2, 3

SEP 18 Some persistent problems

M Part1

Recommended:

Babrow, A. S., & Mattson, M. (2011). Building health communication theories in the 21st century. In T. L. Thompson, R. Parrott, & Nussbaum, J. (eds.) *The Routledge Handbook of health communication* (pp. 18-35) New York: Routledge.

Zook, E. G. (1994). Embodied health and constitutive communication: Toward an authentic conceptualization of health communication. In S. Deetz (Ed.), *Communication Yearbook 17*: 344-377. Thousand Oaks, CA: Sage.

Ellingsworth, H. W. (1977). Conceptualizing intercultural communication. In *Communication Yearbook 1*. B. D. Ruben (Ed.) pp. 99-106.

Wartella, E., Reeves, B. (1985). Historical trends in research on children and the media. *Journal of Communication*, 35: 118-133.

Johnson, J. D. 2009. *Managing knowledge networks*. Cambridge, UK: Cambridge University Press. Chapter 6.

Walther, J. B., Gay, G., & Hancock, J. T. 2005. How do communication and technology researchers study the internet. *Journal of Communication*, 55(3): 632-657.

Beninger, J. R. 1990. Conceptualizing information technology as organization, and vice versa. In J. Fulk, & C. Steinfield (Eds.), *Organizations and communication technology*: 29-45. Newbury Park, CA: Sage.

SEP 25 Context, levels, and limiting conditions

Johnson, J. D. 2003. On contexts of information seeking. *Information Processing and Management*, 39: 735-760.

Meyer, A. D., & Goes, J. B. (1988). Organizational assimilation of innovations: A multilevel contextual analysis. *Academy of Management Journal*, 31: 897-923.

McGuire, W. J. 1983. A contextualist theory of knowledge: Its implications for innovation and reform in psychological research. In L. Berkowitz (Ed.), *Advances in experimental social psychology*, Vol. 16: 1-47. Orlando, FL: Academic Press.

Granovetter, M. S. 1985. Economic action and social structure: The problem of embeddedness. *American Journal of Sociology*, 91: 481-510.

Cappelli, P., & Sherer, P. D. 1991. The missing role of context in OB: The need for a meso-level approach. *Research in Organization Behavior*, 13: 55-110.

OCT 2 Testing/evaluating theories

Z 6, 7, 8

O 4, 5

M Part II, III

Recommended:

Reay, T., Berta, W., & Kohn, K. (2009). What's the evidence on evidence-based management? *Academy of Management Perspectives*, 23(4), 5-18.

OCT 9 Metaphor, Critical/interpretive, the role of paradox/dilemmas

Deetz, S. A. 1982. Critical interpretive research in organizational communication. *Western Journal of Speech Communication*, 46: 131-149.

Poole, M. S., & Van de Ven, A. H. 1989. Using paradox to build management and organizational theories. *Academy of Management Review*, 14: 562-578.

Krippendorf, K. 1993. Major metaphors of communication and some constructivist reflections on their use. *Cybernetics & Human Knowing*, 2(1): 3-25.

Reddy, M. J. 1979. The conduit metaphor -- a case of frame conflict in our language about language. In A. Ortony (Ed.), *Metaphor and thought*: 284-324. Cambridge: Cambridge University Press.

Recommended:

Morgan, G. 1986. *Images of organization*. Beverly Hills, CA: Sage.

Wiseman, R. 2007. Ancient Roman metaphors for communication. *Metaphor and Symbol*, 22(1): 41-78.

Putnam, L. L., Phillips, N., & Chapman, P. 1996. Metaphors of communication and organization. In S. R. Clegg, C. Hardy, & W. R. Nord (Eds.), *Handbook of organization studies*: 375-408. Thousand Oaks, CA: Sage.

OCT 16 Narrative, historical approaches

M Part 1 revisited

Fischer, W. R. 1984. Narration as a human communication paradigm: The case of public moral argument. *Communication Monographs*, 51: 1-22.

Newall, P. 2005. 18. Philosophy of history. Galilean library. http://www.galilean-library.org/site/index.php/page/index.html/_/essay

Recommended:

Innis, H. A. 1972. *Empire and communication*: (2nd ed.). Toronto: University of Toronto Press.

OCT 23 History and institutional factors in
communication theory development

0 5

Wartella, E., Reeves, B. (1985). Historical trends in research on children and the media. *Journal of Communication*, 35: 118-133.

Chaffee, S. H. 1979. Mass media vs. interpersonal channels: The synthetic competition, *Annual Convention of the Speech Communication Association*. San Antonio, TX.

Recommended:

Dearing, J. W. (2008). Evolution of diffusion and dissemination theory. *Journal of Public Health Management Practice*, 14, 99-108.

Weaver, A. T. Seventeen who made history - The founders of the association. *Quarterly Journal of Speech*.

Berger, C. R. 1991. Communication theories and other curios. *Communication Monographs*, 58(1): 101-113.

Delia, J. G. 1987. Communication Research: A history. In C. R. Berger, & S. H. Chaffee (Eds.), *Handbook of Communication Science*: 20-98. Newbury Park, CA: Sage.

Rogers, E. M. 1994. *A history of communication study: A biographical approach*. New York: Free Press.

Susskind, A. M., Schwartz, D. F., Richards, W. D., & Johnson, J. D. (2005). Evolution and diffusion of the Michigan State University tradition of organizational communication network research. *Communication Studies*, *56*, 397-418.

NOV 20 The personal side

Day, N. E. 2011. The silent majority: Manuscript rejection and its impact on scholars. *Academy of Management Learning & Education*, *10*(4): 704-718.

The following articles need to be read as a set, they are interrelated:

Frost, P. J., & Stablein, R. E. 1992. Introductory remarks: Journey 3. In P. J. Frost, & R. E. Stablein (Eds.), *Doing exemplary research*: 79-81. Newbury Park, CA: Sage.

Meyer, A. D. 1992. Journey three: From loose coupling to environmental jolts. In P. J. Frost, & R. E. Stablein (Eds.), *Doing exemplary research*: 82-98. Newbury Park, CA: Sage.

Weick, K. E. 1992. Jolts as a synopsis of organizational studies. In P. J. Frost, & R. E. Stablein (Eds.), *Doing exemplary research*: 105-110. Newbury Park, CA: Sage.

Putnam, L. L. 1992. Embedded metaphors and organizational ironies as research tools. In P. J. Frost, & R. E. Stablein (Eds.), *Doing exemplary research*: 105-110. Newbury Park, CA: Sage.

NOV 27 Other Voices, Adding to the Chorus

Kahlor, L. 2010. PRISM: A Planned Risk Information Seeking Model. *Health Communication*, *25*(4): 345-356.

Lane, P. J., Koka, B. R., & Pathak, S. (2006). The reification of absorptive capacity: A critical review and rejuvenation of the construct. *Academy of Management Review*, *31*, 833-863.

Weick, K. E. 1996. Drop your tools: An allegory for organizational studies. *Administrative Science Quarterly*, *41*: 301-313.

Maclean, J. N. 1999. *Fire on the mountain: The true story of the South Canyon fire*. New York: William Morrow.

Berger, C. R. 2011. From explanation to application. *Journal of Applied Communication Research*, *39*(2): 214-222.

DEC 4 Summing up, pointing to the future

07

BIOGRAPHICAL SKETCH

J. DAVID JOHNSON (PH.D., Michigan State University, 1978) is currently a Professor in the Department of Communication. He has also held academic positions at the University of Wisconsin-Milwaukee, Arizona State University, Michigan State University, and the State University of New York at Buffalo and was a media research analyst for the U. S. Information Agency. He has been recognized as one of the most prolific scholars in the field of communication. His publications have appeared in over 50 different journals, including: *Academy of Management Review*, *Communication Theory*, *Human Communication Research*, *Journal of Communication*, *Communication Research*, *Communication Monographs*, and *Social Networks*. He has also received grants from the National Cancer Institute, Michigan Department of Public Health, Michigan Department of Transportation, and National Association of Broadcasters. His major research interests focus on organizational communication structures, innovation, information seeking, and health communication. He has published six books. This semester he is finalizing manuscripts relating to dosage.

An Overview of Dr. Johnson's Teaching Philosophy and Style

I believe in an active, empirically based approach to graduate education. Perhaps the critical skill you will need later on in your career is a set of techniques you can apply to problems. The primary focus of this class is on developing your analytical skills.

Classic 'book learning' through reading is something I expect that active, engaged learners will do throughout their careers. Students learn by doing, and in the process learn how to learn. It is much more difficult; however, to develop on your own, later on, a systematic means of approaching problems, such as the toolkit we will develop in this course. I assume that all students are committed to learning and that it is **the** most important thing they are doing. I believe that what you get out of class largely depends on what you put into it and that this applies to myself as well.