CJT 601
Proseminar in Communication

Introduction to Graduate Studies
Fall 2016
Thursday, 2:00-4:30 p.m.
Grehan Building, Room 223

Instructor
Douglas A. Boyd, Ph.D.
248 Grehan Bldg.
boyd@email.uky.edu
859.257.7809

Office Hours
Tuesday, Noon to 1:30 and Thursday, 10:45-Noon
and by appointment

Course Description
This course provides an introduction to graduate studies in communication at the University of Kentucky. The course not only introduces the student to philosophies of science, communication theory and research methods, but also provides useful information about graduate studies. The course is meant to socialize the student to a life of scholarship and to make clear the significant commitment necessary for such a life.

As an introductory course designed to expose the student to those communication principles that hold particular importance to the understanding of communication processes, the emphasis will be on both seminal and recent research trends in communication studies. Topics for the course include meta-theoretical perspectives and theories of communication in addition to an exploration of contextual topics (see accompanying list) and types of structures affected by communication and messages. Specific attention will be directed toward understanding relevant research designs and methodologies for studying communication contexts.

Upon completion of the course, students will be able to demonstrate competencies in understanding the complex nature of communication by focusing on:

- History and Origins
- Contexts and Theories
- Philosophical Orientations
- Meta-theoretical Assumptions
- Methodological Perspectives
- Disciplinary Practices and Customs
- Scholarly and Practical Approaches to the Study of Communication

Learning Objectives
This course, “introduction to graduate studies in communication” is designed to achieve a number of learning objectives consistent with the CJT curriculum and the canons for graduate studies in the communication discipline. As such, we will be pursuing the following learning objectives:

1. To convey current and historical information about communication theory.
2. To provide students with a knowledge of the scope and parameters of the field.
3. To introduce students to the areas of the field.
4. To help students understand the variety of ways in which communication has been viewed.
5. To have students understand the powers and limits of perspectives.
6. To help students see the values of using multiple perspectives in evaluating their communication experiences.
7. To build an understanding of the ways in which communication inquiry occurs.
8. To develop a sense of the place of theory in inquiry.
9. To examine the products of different lines of inquiry.
10. To inform students about what constitutes theories of communication.
11. To inform students on the different types of theories.
12. To provide insights into the similarities and differences among ways of making inferences and building theories in communication.
13. To develop the students’ ability to make well-founded generalizations about communication.
14. To develop student competencies in using theories to analyze actual events.
15. To help students become more perceptive observers of communication.
16. To be socialized into the “graduate” environment in the College of Communication and Information.
17. To identify an area of communication research and a series of provocative theoretical questions appropriate for study.

**Course Materials**


Readings: We will supplement the text with several readings that will be placed on Canvas. See reading assignments for each week.

**Writing and Publishing in Communication Sciences**

We will be using the most prominent writing and style guide in the discipline – APA Publication manual (6th Ed). I strongly urge you to obtain a copy for your use in this course and in those who require APA style in future courses. I have also found the following website helpful - [http://www.apastyle.org/](http://www.apastyle.org/). Another site, operated by Purdue University is also helpful with APA-style specifics: [https://owl.english.purdue.edu/owl/section/2/10/](https://owl.english.purdue.edu/owl/section/2/10/).

**Canvas**
I will use Canvas throughout the semester to post messages and announcements, and to place electronic material for your use. It would be a good idea for you to access Canvas several times per week to see what’s new.  [http://www.uky.edu/canvas/](http://www.uky.edu/canvas/)

**Attendance:** Learning in this course takes two major forms--cognitive and experiential learning. The latter of these requires participation and observation in common experiences. Therefore, it is very important that you be in attendance for each assigned class period.

**Late Assignments:** It is assumed that all students will complete assignments and activities in the specified time frames. Any assignments which are received after the specified time will be considered "late" and this will affect the grade.

**Excused Absences:**
Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

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 in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences**
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Academic Integrity**
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](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](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.

Accommodations due to disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible 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 (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Assignments, Grading and Due Dates

**Participation:** Students are expected to participate in all class discussions. Effective participation is judged by the informed comments provided by students as well as by the intelligence and insight advanced by the questions and issues that students develop from the readings. Participation should be active, enabling, positive, and constructive. Average participation will secure an average grade.

**Discussion Leader:** Each student will have the opportunity to facilitate a scholarly discussion of a weekly seminar. The student will act as a co-presenter with me and should have conducted outside research on the seminar’s topic. This is not an oral report per se, but rather a chance to engage the class in a meaningful discussion of important material. A handout with a reference list will be expected. Each student should consult with me so that we can coordinate ideas and strategies.

**Thought Paper:** This assignment provides you with an opportunity to react and reflect on the nature of our discipline, theories, methodologies, and approaches to the field of communication. I do expect you to organize the paper in a scholarly manner, including APA style and a minimum number of references to support your ideas. I also expect you to provide a very clear notion of
your thinking about the communication discipline in this paper. The paper should not exceed 8-10 double-spaced pages.

**Research Paper:** The research paper will give students the opportunity to conduct library and other secondary research, organize material, and develop solid writing skills. The paper should take and defend a position related to some communication research issue. It is expected that students will be able to use all or part of the paper as part of the theoretical rationale and background literature for a research project they envision in the future. The paper should be well organized and clearly written, and include an appropriate number of references. Adherence to APA (6th Edition) is required. Students should consult with me about potential topics well in advance of any serious research efforts. The paper should not exceed 12 double-spaced pages.

**Research Paper Presentation:** Students will provide a synopsis of their research paper to the class. Think of this assignment as you would if you were giving a presentation at a NCA or ICA conference. Count on 15 minutes of presentation time and 5 minutes for Q&A. Handouts or power points are optional but encouraged.

**Final Exam:** The final exam will be cumulative and serves to put a capstone experience on the course. Good writing and thinking are expected (including APA style).

### Point Distribution and Due Dates of Graded Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Total</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>5%</td>
<td>Throughout Semester</td>
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<tr>
<td>Discussion Leader</td>
<td>10%</td>
<td>As Assigned</td>
</tr>
<tr>
<td>Thought Paper</td>
<td>25%</td>
<td>October 6</td>
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<tr>
<td>Research Paper</td>
<td>40%</td>
<td>December 8</td>
</tr>
<tr>
<td>Research Paper Presentation</td>
<td>5%</td>
<td>December 1</td>
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<td>December 8</td>
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<tr>
<td>Exam</td>
<td>15%</td>
<td>November 17</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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### Potential Topics

- Level of observation
- Intentionality
- Communication theory
- Discourse
- Metadiscourse communication
- Theory
- Inquiry
- Observation
- Scientific scholarship
- Humanistic scholarship
- Social-scientific scholarship
- Epistemology
- Ontology
- Axiology
- Rationalism
- Empiricism
- Constructivism
- Social construction
- Traits
- States
Nomothetic theory
Hypothetico-deductive method
Variable-analytic tradition
Falsifiable
Operational definition
Reliability
Validity
Causality
Scientific realism
Practical theory
Scope
Semiotics
Semantics
Syntactics
Pragmatics
Phenomenon
Phenomenology
Interpretation
Hermeneutic circle
Classical phenomenology
Phenomenology of perception
Hermeneutic phenomenology
Cybernetics
Information theory
Speech act theory
Perlocutionary act
Illocutionary force
Constitutive rules
Strategy-choice
Message-design
Compliance gaining
Expressive logic
Conventional logic
Inoculation Theory
Narrative paradigm
Speech Act Theory
Compliance Gaining/Resisting
Deception
Planning Theory
Message-Design Theory
Anxiety-uncertainty management
High-context cultures
Low-context cultures
Communication accommodation theory
Expectancy-violations theory
The Self
General system theory
Sociopsychological tradition
Behavioral theories
Cognitive theories
Biological theories
Communibiology
Sociocultural tradition
Symbolic interactionism
Social construction
Sociolinguistics
Philosophy of language
Speech acts
Ethnography
Ethnomethodology
The critical tradition
Marxism
Frankfurt School
Critical theory
Postmodernism
Cultural studies
Poststructuralism
Postcolonial theory
Feminist studies
Feminism
Conversational Maxims
Language-centered perspective on culture
Co-cultural Theory
Uncertainty Management Theory
Relational Communication
Cybernetic Tradition
Social Penetration theory
Bakhtin’s theory of Dialogics
Identity Management theory
Communication Privacy theory
Phenomenological Tradition
Interaction Process Analysis
Structuration Theory
Functional Theory
Groupthink Theory
Feminist Critique of Small Group Theory
Weber’s Theory of Bureaucracy
Process of Organizing
Network Theory
Organizational Control Theory
Organizational Culture and Climate
The Critical Tradition of Organizations
The Semiotics of Media
Classical Media Theory
New Media Theory
Agenda Setting Theory
Framing Theory
The Media Effects Tradition
Cultivation Theory
Uses and Gratifications Theory
Public Opinion and the Spiral of Silence
Critical Traditions of Media
bell hook’s Critique of Media
Sapir-Whorf Hypothesis
Linguistic Relativity
Two-Step Flow theory

Convergence Theory
Diffusion of Innovations
Cross-Cultural Adaptation Theory
Cultural Hermeneutics
Ethnography of Communication
Modernism
Frankfort School
Feminist Scholarship in the Modern Tradition
Cultural Studies
Critical Race Theory
Poststructuralism and Foucault
Critical Rhetoric

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Conceptual Areas</th>
<th>Readings/Assignments/Guests, Misc.</th>
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</thead>
<tbody>
<tr>
<td>August 25</td>
<td>Introduction to the Course; Expectations; Introduction to the Field of Communication</td>
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<tr>
<td>September 1</td>
<td>History of the Discipline</td>
<td>Delia Chapter (Canvas)</td>
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<td>September 8</td>
<td><strong>UK Scholars</strong></td>
<td>Scholars Papers</td>
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<tr>
<td>September 15</td>
<td>Exploring Communication Theory; <strong>UK Scholars</strong></td>
<td>Littlejohn &amp; Foss – Chs. 1-3 Scholars Papers</td>
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<td><strong>Discussion Leaders</strong></td>
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<td>September 22</td>
<td>Research Traditions and Types of Methodology; <strong>UK Scholars</strong></td>
<td>Chapters on Research (Canvas) Scholars Papers</td>
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<td><strong>Discussion Leaders</strong></td>
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<td>September 29</td>
<td>Self, Interpersonal Communication &amp; Relational Communication <strong>UK Scholars</strong></td>
<td>Littlejohn &amp; Foss – Chs. 5 - 7 Scholars Papers</td>
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<td><strong>Discussion Leaders</strong></td>
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<td>October 6</td>
<td>Group Communication (&amp; Leadership) <strong>UK Scholars</strong></td>
<td>Thought Paper Due</td>
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<td>Littlejohn &amp; Foss – Ch. 8 Scholars Papers</td>
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<td><strong>Discussion Leaders</strong></td>
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<td>October 13</td>
<td>Organizational Communication <strong>UK Scholars</strong></td>
<td>Littlejohn &amp; Foss – Ch. 9 Scholars Papers</td>
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<td><strong>Discussion Leaders</strong></td>
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<td>October 20</td>
<td>Mass Communication, Media <strong>UK Scholars</strong></td>
<td>Littlejohn &amp; Foss – Ch. 10 Scholars Papers</td>
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<tr>
<td>Date</td>
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<td>Details</td>
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<td>October 27</td>
<td>UK Scholars</td>
<td>Scholar Papers</td>
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<tr>
<td>November 3</td>
<td>Cultural/Critical Approaches UK Scholars</td>
<td>Littlejohn &amp; Foss – Ch. 11 Scholars Papers</td>
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<tr>
<td>November 10</td>
<td>Information Communication Technology New Media UK Scholars</td>
<td>Scholars Papers Discussion Leaders</td>
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<tr>
<td>November 17</td>
<td>Examination</td>
<td>Examination</td>
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<td>November 24</td>
<td>Thanksgiving Break</td>
<td>Thanksgiving Break</td>
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<tr>
<td>December 1</td>
<td>Paper Presentations</td>
<td>Paper Presentations</td>
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<tr>
<td>December 8</td>
<td>Paper Presentations</td>
<td>Paper Presentations Research Papers Due</td>
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</tbody>
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**Communication Organizations and Resources**
- Communication Institute for Online Scholarship: [www.cios.org/](http://www.cios.org/)
- iSchools: [http://ischools.org/](http://ischools.org/)
- The American Society for Information Science and Technology: [https://www.asist.org/](https://www.asist.org/)

**Communication Journals and Publications**
- Journal of Communication
- Human Communication Research
- Communication Research
- Journal Computer Mediated Communication
- Communication Theory
- Communication and Critical/ Cultural Studies
- Critical Studies in Media Communication
- Journal of Broadcasting and Electronic Media
- Communication Education
- Communication Monographs
- Communication Teacher
- Journal of Advertising Research
- Journal of International and Intercultural Communication
- Journal of Applied Communication Research
Quarterly Journal of Speech
The Review of Communication
Text and Performance Quarterly
Communication Yearbook
Journalism and Mass Communication Quarterly
Journalism and Mass Communication Monographs
Journalism and Mass Communication Educator
Health Communication
Journal of Health Communication
Journal of Public Relations Research
Journal of the American Society for Information Science and Technology
Western Journal of Communication
Communication Quarterly
Southern Communication Journal
Central States Communication Journal