

CJT 601
Proseminar in Communication

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

Instructor

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

Course Materials

Main Text: Littlejohn, S. W., & Foss, K. A. (2011). *Theories of human communication* (10th Ed.). Long Grove, IL: Waveland Press.

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/>. Another site, operated by Purdue University is also helpful with APA-style specifics: <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/>

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>. 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.

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

Assignment	% of Total	Due Date
Participation	5%	Throughout Semester
Discussion Leader	10%	As Assigned
Thought Paper	25%	October 6
Research Paper	40%	December 8
Research Paper Presentation	5%	December 1 December 8
Exam	15%	November 17
Total	100%	

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	General system theory
Hypothetico-deductive method	Sociopsychological tradition
Variable-analytic tradition	Behavioral theories
Falsifiable	Cognitive theories
Operational definition	Biological theories
Reliability	Communibiology
Validity	Sociocultural tradition
Causality	Symbolic interactionism
Scientific realism	Social construction
Practical theory	Sociolinguistics
Scope	Philosophy of language
Semiotics	Speech acts
Semantics	Ethnography
Syntactics	Ethnomethodology
Pragmatics	The critical tradition
Phenomenon	Marxism
Phenomenology	Frankfurt School
Interpretation	Critical theory
Hermeneutic circle	Postmodernism
Classical phenomenology	Cultural studies
Phenomenology of perception	Poststructuralism
Hermeneutic phenomenology	Postcolonial theory
Cybernetics	Feminist studies
Information theory	Feminism
Speech act theory	Conversational Maxims
Perlocutionary act	Language-centered perspective on culture
Illocutionary force	Co-cultural Theory
Constitutive rules	Uncertainty Management Theory
Strategy-choice	Relational Communication
Message-design	Cybernetic Tradition
Compliance gaining	Social Penetration theory
Expressive logic	Bakhtin's theory of Dialogics
Conventional logic	Identity Management theory
Inoculation Theory	Communication Privacy theory
Narrative paradigm	Phenomenological Tradition
Speech Act Theory	Interaction Process Analysis
Compliance Gaining/Resisting	Structuration Theory
Deception	Functional Theory
Planning Theory	Groupthink Theory
Message-Design Theory	Feminist Critique of Small Group Theory
Anxiety-uncertainty management	Weber's Theory of Bureaucracy
High-context cultures	Process of Organizing
Low-context cultures	Network Theory
Communication accommodation theory	Organizational Control Theory
Expectancy-violations theory	Organizational Culture and Climate
The Self	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
 Frankfurt School
 Feminist Scholarship in the Modern
 Tradition
 Cultural Studies
 Critical Race Theory
 Poststructuralism and Foucault
 Critical Rhetoric

Tentative Schedule

	Conceptual Areas	Readings/Assignments/Guests, Misc.
August 25	Introduction to the Course; Expectations; Introduction to the Field of Communication	
September 1	History of the Discipline	Delia Chapter (Canvas)
September 8	UK Scholars	Scholars Papers
September 15	Exploring Communication Theory; UK Scholars	Littlejohn & Foss – Chs. 1-3 Scholars Papers Discussion Leaders
September 22	Research Traditions and Types of Methodology; UK Scholars	Chapters on Research (Canvas) Scholars Papers Discussion Leaders
September 29	Self, Interpersonal Communication & Relational Communication UK Scholars	Littlejohn & Foss – Chs. 5 - 7 Scholars Papers Discussion Leaders
October 6	Group Communication (& Leadership) UK Scholars	Thought Paper Due Littlejohn & Foss – Ch. 8 Scholars Papers Discussion Leaders
October 13	Organizational Communication UK Scholars	Littlejohn & Foss – Ch. 9 Scholars Papers Discussion Leaders
October 20	Mass Communication, Media UK Scholars	Littlejohn & Foss – Ch. 10 Scholars Papers

October 27	UK Scholars	Scholar Papers
November 3	Cultural/Critical Approaches UK Scholars	Littlejohn & Foss – Ch. 11 Scholars Papers
November 10	Information Communication Technology New Media UK Scholars	Scholars Papers Discussion Leaders
November 17	Examination	Examination
November 24	Thanksgiving Break	Thanksgiving Break
December 1	Paper Presentations	Paper Presentations
December 8	Paper Presentations	Paper Presentations Research Papers Due

Communication Organizations and Resources

International Communication Association (ICA): www.icahdq.org/

National Communication Association (NCA): www.natcom.org/

Association for Education in Journalism & Mass Communication (AEJMC): www.aejmc.com/

Western States Communication Association (WSCA): www.westcomm.org/

Eastern Communication Association (ECA): www.ecasite.org/

Central States Communication Association (CSCA): www.cscasite.org/

Southern States Communication Association (SSCA): www.sscasite.net/

Communication Institute for Online Scholarship: www.cios.org/

iSchools. <http://ischools.org/>

The American Society for Information Science and Technology. <https://www.asist.org/>

American Library Association. <http://www.ala.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