

Syllabus

**CJT 651 Communication Theory
Fall 2011**

Location: EGJ 223

Time: M 6- 8:30

Contact information

Instructor: J. David Johnson
EGJ 242

Telephone: (859) 257-3621

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Office Hours: M 3-4:30; T 3-4:30 and by appointment

Course description

CJT 651 COMMUNICATION THEORY. (3)

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. Prereq: Graduate standing or consent of instructor.

This seminar is intended to acquaint students with theory qua theory and a selected overview of various communication theories, particularly those the student is likely encounter later in their graduate program at UK. It seeks to promote student understanding, analytical skills, and critical thinking.

Course objectives

- A. To provide the student with an appreciation of the multiple perspectives available to understand communication theory and process.
- B. To promote understanding of basic communication issues.
- C. To acquaint students with the nature of communication processes.
- D. To enable students to be conversant with differing theories of communication.
- E. To increase understanding of communication within particular contexts.
- F. To increase understanding of controversies related to communication theory.
- G. To help students obtain a necessary background for further study in communication.

Textbooks

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

Johnson, J. D. Dosage (forthcoming) **(JD) Available on blackboard in draft form, this book is being prepared for submission to publishers.**

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.

- A. COMPARISON OF MODELS OF INFORMATION SEEKING (200 points). Recently, because of a renewed focus on receivers and individual action, the advent of the Internet and vastly enhanced capacity for seeking, and a focus on individual empowerment, there has been an increasing interest in developing models of information seeking. For this paper you will compare four such models and the most important articles/chapters associated with them.
- B. EVALUATION OF DOSAGE. (200 points). The *Dosage* book is an attempt to get at several issues that may transcend various theories across a range of communication contexts. For this paper you will apply criteria developed in this course to analyze the use of this metaphor.

Is it a comprehensive approach? Equally valuable across contexts? Is it heuristic? What might be a more systematic approach? What is missing?

C. **READING REPORTS/CRITICAL REVIEWS.** (200 total points) For this assignment (which should be completed by November 28th) students will focus on an academic article related to communication theory not explicitly required on the syllabus that has been cited more than 100 times in Google Scholar. Students will lead the discussion of the article during the class session related to the theory preparing an outline/key question discussion guide (one page maximum) reflecting major points related to the seminar themes to help facilitate the discussion. Students should provide me a copy of the guide by **12 noon on Sunday of the week** the article is to be discussed to help me in preparing for the class session. Separately by November 28th students should hand in their written critical reviews of the article.

D. **PRESENTATION/PROSPECTUS** (100 points). In consultation with the instructor, students should select a topic and two theories related to it by the **September 26th** relating to the seminar themes that will be the focus of a forty-five minute class presentation scheduled between the October 10th and November 28th. In effect this presentation will serve as a prospectus for your theory analysis paper that will allow you to get feedback from the class and the instructor before the paper is finalized.

E. **THEORY ANALYSIS PAPER** (300 points). This paper will focus on student evaluation and critique of how two theories relating to one of the context areas to be covered in the course apply to a specific communication problem.

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 the learning potential of 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, 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. 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

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT DUE</u>
AUG 29	OVERVIEW, BASIC DEFINITIONS, MODELS	
SEP 12	THEORY QUA THEORY	
SEP 19	INFORMATION THEORY AN EXAMPLE OF AN OVERARCHING APPROACH	
SEP 26	INTRAPERSONAL COMMUNICATION COGNITIVE APPROACHES, INFORMATION SEEKING, DECISION MAKING	THEORY PAPER/ PRESENTATION TOPICS
OCT 3	SYSTEMS THEORY	MODEL COMPARISON
OCT 10	INTERPERSONAL COMMUNICATION	
OCT 17	GROUP	
OCT 24	ORGANIZATIONAL	
OCT 31	MASS MEDIA, COMMUNICATION CAMPAIGNS	
NOV 7	HEALTH COMMUNICATION	
NOV 14	INFORMATION AND COMMUNICATION TECHNOLOGIES	DOSAGE
NOV 21	CULTURAL	
NOV 28	LANGUAGE/NONVERBAL OTHER VOICES	CRITICAL REVIEW
DEC 5	SUMMING UP, POINTING TO THE FUTURE	THEORY ANALYSIS PAPER

PRESENTATIONS FOR CRITICAL REVIEWS AND PAPER PROSPECTUS'S WILL BE SCHEDULED BETWEEN SEP 26 AND NOV 21. TOPIC COVERAGE ON THESE DATES MAY CHANGE DEPENDING ON STUDENT INTEREST.

TENTATIVE LIST OF READINGS

AUG 29 OVERVIEW, BASIC DEFINITIONS, MODELS

L 1

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

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

JD Preface, 1

Recommended:

Berlo, D. K. (1960). The process of communication: An introduction to theory and practice. New York: Holt, Rinehart, & Winston. Chapter 3: The Fidelity of Communication.

SEP 12 THEORY QUA THEORY

L 2, 3

JD 2

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

SEP 19 INFORMATION THEORY
AN EXAMPLE OF AN OVERARCHING APPROACH

L pp. 180-183

Johnson, J. D. (2009). Managing knowledge networks. Cambridge, UK: Cambridge University Press. (J) J 2, 12 This book is on reserve under CPH 942

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.

Recommended:

Case, D. O. 2007. *Looking for information* (Second ed.). New York: Academic Press.

Gleick, J. 2011. *The information: A history a theory a flood*. New York: Pantheon Books.

SEPT 26 INTRAPERSONAL COMMUNICATION THEORY PAPER/
 COGNITIVE APPROACHES, INFORMATION PRESENTATION TOPICS
 SEEKING, DECISION MAKING

JD 5 Pages CMIS 5-9, 14-17

L4

J 13

OCT 3 CYBERNETICS, SYSTEMS THEORY

L pp. 49-52

Farace, R.V., Monge, P.R., & Russell, H.M. (1977). Communicating and organizing. Reading, Mass.: Addison-Wesley. Ch. 3.: A structural functional framework for organizational communication.

Katz, D., & Kahn, R. L. (1978). The social psychology of organizations. Ch 2 Organizations and the system concept.

OCTOBER 10 INTERPERSONAL COMMUNICATION

L 6, 7, pp. 152-162

JD 3

Recommended:

Epstein, R. M., & Street, R. L., Jr. (2007). *Patient-centered communication in cancer care:*

promoting healing and reducing suffering. Just Chapters 1 and 2. Available as PDF for

download from National Cancer Institute

OCTOBER 17 GROUP COMMUNICATION

L 8

Recommended:

Real, K., & Poole, M. S.. (2011). Health care teams: Communication and effectiveness. In T. L. Thompson, R. Parrott, & Nussbaum, J. (eds.) *The Routledge Handbook of health communication* (pp. 100-116) New York: Routledge.

OCTOBER 24 ORGANIZATIONAL COMMUNICATION

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.

JD 4, 6, pp. 1-21, 7

L 9

Recommended:

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

OCT 31 MASS MEDIA COMMUNICATION CAMPAIGNS

JD 5, 6 pp. 22-44, 8

L 10

Recommended:

Cameron, K. A. (2008). A practitioner's guide to persuasion: An overview of 15 selected persuasion theories, models and frameworks. *Patient Education and Counseling*, 74, 309-317,

ROGERS, E.M., & STOREY, J.D. (1987). Communication campaigns. In C. R. Berger & S. H. Chaffee (Eds). Handbook of communication science(pp. 817-846). Newbury Park, Ca.: Sage.

NOV 7 HEALTH COMMUNICATION

Noar, S. M. 2005-2006. A health educator's guide to theories of health behavior. *International Quarterly of Community Health Education*, 24(1): 75-92.

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.

NOV 14: INFORMATION AND COMMUNICATION TECHNOLOGIES

JD 8

J 6

Noar, S. M., Banac, C. N., & Harris, M. S. 2007. Does tailoring matter? Meta-analytic review of tailored print health behavior change interventions. *Psychological Bulletin*, 133(4): 673-693.

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

Recommended:

Lustria, M. L. A., Cortese, J., Noar, S. M., & Glueckauf, R. L. (2009). Computer-tailored health interventions delivered over the web: Review and analysis of key components. *Patient Education and Counseling*, 74, 156 -- 173.

NOV 21 CULTURAL

L 11

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

Recommended:

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

NOV 28 LANGUAGE/NONVERBAL. OTHER VOICES

L 5

DEC 5 SUMMING UP, POINTING TO THE FUTURE

JD 8

L pp. 423- 424

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 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 three other books: Cancer-related information seeking. Hampton Press; Information seeking: An organizational dilemma. Quorum Books; and Organizational communication structure, Ablex. This semester he is working on manuscripts of the Health Information Seeking book with Donald Case and of the Dosage book.