

**Syllabus**

**CJT 751 Communication Theory  
Fall 2016**

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Location: FB 213  
Time: W 2-4:45

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**Contact information**

Instructor: J. David Johnson  
EGJ 242

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Office Hours: T 9:30-11; and by appointment

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**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 creativity, 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 for theory construction.
- 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 which demonstrates their ability to perform future **creative** work in theory construction.

## **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](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 be related to companion course material and will be specified in separate handouts. 200 total points 50 points each, 2-4 pages each.

**Developmental papers.** These papers are intended to be the initial starting points, components for the final paper. These papers should specifically incorporate the more mechanical features of Zetterberg and Okasha that would be removed from the final paper.

**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 and/or cultural/diversity factors? 100 points, 4-6 pages

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

***Alternative paradigm paper.*** Discuss how your problem might be approached from another paradigmatic perspective. 100 points, 4-6 pages

**Final paper:** Incorporating critiques of the developmental papers and your own further reflections develop an integrated theory paper. 400 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.

### **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). 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.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) 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 a question of plagiarism involving their 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution.

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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

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

### **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 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 (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

### **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.

### **Email policy**

Electronic correspondence from the University, the College, the Department of Communication, your instructors, and advisors, will be sent to your official University Email Address (UEA), as defined in the UK Account Manager. It is your responsibility to regularly check this account or forward this address to an account that you will check regularly. Log-in to the account manager (<http://ukam.uky.edu>) using LinkBlue to confirm your University Email Address and delivery location.

## TENTATIVE COURSE SCHEDULE AND TOPICS

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT DUE</u>
AUG 24	Overview, Where do ideas come from?	
<i>The tool kit</i>		
AUG 31	Definitions	Reaction Paper #1
SEP 7	Definitions, Interrelationships	Definitions paper
SEP 14	Interrelationships (organizing them), Time	
SEP 21	Some persistent problems, Philosophy of science	
SEP 28	Domain, context, levels, and limiting conditions	Interrelationships Paper
<i>Other approaches</i>		
OCT 5	Testing and evaluating theories	
OCT 12	Metaphor, Critical/interpretive, paradox/dilemmas	Embeddedness Paper
OCT 19	Narrative, historical approaches	Reaction Paper #2
OCT 26	STUDENT'S CRITIQUE	
NOV 2	STUDENT'S CRITIQUE	Alternative paradigm paper
NOV 9	History and institutional factors in communication theory development	
<i>We are not alone, how others use our work</i>		
NOV 16	The personal side	Reaction Paper #3
NOV 30	Other voices, Adding to the chorus	Final Paper
DEC 7	Summing up, pointing to the future	Reaction Paper #4

## TENTATIVE LIST OF READINGS

AUG 24 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.

See also McGuire article on October 8

Davis, M. S. (1971). Thats interesting! Towards a phenomenology of sociology and a sociology of phenomenology. *Philosophy of Social Science*, X, 309-344.

Nisbett, R. E. (1990). The anticreativity letters advice from a senior tempter to a junior tempter. *American Psychologist*(September), 1078-1082.

AUG 31 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 December 3.

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.

Katz, D., & Kahn, R. L. 1978. *The social psychology of organizations*, 2<sup>nd</sup> ed. New York: John Wiley. pps. 186-207

Xyrichis, A., & Ream, E. (2008). Teamwork: A concept analysis. *Journal of Advanced Nursing*, *61*(2), 232-241. doi:10.1111/j.1365-2648.2007.044496.x

SEP 7            Interrelationships, Explanations

Z 4

O 2, 3

Exemplar:

Fidler, L. A., & Johnson, J. D. 1984. Communication and innovation implementation. *Academy of Management Review*, *9*: 704-711.

Recommended:

Dubin, R. 1969. *Theory building*. New York: Free Press. (Please note some faculty members in the college prefer this text. I would recommend reading widely in this area in your future career.)

SEP 14            Interrelationships (organizing them), time

Z 5

George, J. M., & Jones, G. R. 2000. The role of time in theory and theory building. *Journal of Management*, *26*(4): 657-684.

SEP 21            Some persistent problems, philosophy of science

M Part1

Revisit O 1, 2, 3

Recommended:

Airhihenbuwa, C. O., & Obregon, R. 2000. A critical assessment of theories/models used in health communication for HIV/AIDs. *Journal of Health Communication*, 5: 5-15.

Wartella, E., & Reeves, B. (1985). Historical trends in research on children and the media. *Journal of Communication*, 35: 118-133. See also November 19.

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.

Kanter, R. M. (1977). *Men and women of the corporation*. New York: Basic Books.

Pfeffer, J. (1985). Organizational demography: Implications for Management. *California Management Review*, XXVIII, 67-81.

Johnson, J. D., & Tuttle, F. (1989). Problems in intercultural research. In M. K. Assante & W. Gudykunst (Eds.), Handbook of international and intercultural communication (2nd. ed., pp. 461-483). Newbury Park, CA: Sage.

Adams, P. C., & Jansson, A. (2012). Communication geography: A bridge between disciplines. *Communication Theory*, 22, 299-318.

Sundar, S. S., & Limperos, A. M. (2013). Uses and grats 2.0: New gratifications for new media. *Journal of Broadcasting and Electronic Media*, 57(4), 504-525.  
doi:10.1080/08838151.2013.845827

SEP 28      Domains, context, levels, and limiting conditions

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

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.

Recommended:

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.

Dansereau, F., & Markham, S. E. (1987). The superior subordinate communication: multiple levels of analysis. In F. M. Jablin, L. L. Putnam, K. H. Roberts & L. W. Porter (Eds.), *Handbook of organizational communication: an interdisciplinary perspective* (pp. 343 -- 388). Newbury Park, California: Sage.

Glass, T. A., & McAfee, R. B. (2006). Behavioral science at the crossroads in public health: Extending horizons, envisioning the future. *Social Science & Medicine*, 62, 1650-1671. doi: 10.1916/j.socscimed.2005.08.044

Rousseau, D. M. 1985. Issues of level in organizational research: Multi level and cross level perspectives. In S. M. Bacharach (Ed.), *Research in organizational behavior*, Vol. 7: 1-37. Greenwich, CT: JAI Press.

Hackman, J. R. (2003). Learning more by crossing levels: Evidence from airplanes, hospitals, and orchestras. *Journal of Organizational Behavior*, 24(8), 905-922. doi:110.1002/job.226

OCT 5                      Testing and 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 12              Metaphor, Critical/interpretive, 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.

Krippendorff, 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 19 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](http://www.galilean-library.org/site/index.php/page/index.html/_/essay)

Miller, K. 1999. Widening the lens: The use of historical data in organizational communication theorizing. In P. Salem (Ed.), *Organizational communication and change*: 175-188. Cresskill, NJ: Hampton Press.

Recommended:

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

Yates, J. (1989) **Control through communication: The rise of system in American management**. Baltimore: John Hopkins.

Quinlan, E. (2009). The 'actualities' of knowledge work: An institutional ethnography of multi-disciplinary primary health care teams. *Sociology of Health and Illness*, 31(5), 625-641. doi: 10.1111/j.1467-9566.2009.01167.x

Rowlinson, M., Hassard, J., & Decker, S. (2014). Research strategies for organizational history: A dialogue between historical theory and organizational theory. *Academy of Management Review*, 39(3), 250-274. doi:10.5465/amr.2012.0203



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

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*: 99-104. 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 30                      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.

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

Recommended:

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

DeLorme, D. E., Huh, J., & Reid, L. N. (2011). Source selection in prescription drug information seeking and influencing factors. *Journal of Health Communication*, 16, 766-787. doi: 10.1080/10810730.2011.561914

Weick, K. E. (1993). The collapse of sensemaking in organizations: The Mann Gulch disaster. *Administrative Science Quarterly*, 38, 628-652.

DEC 7                      Summing up, pointing to the future

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

Recommended:

Firestein, S. (2012). *Ignorance: How it drives science*. New York: Oxford University Press.

## 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. He has published eight books. His major research interests focus on organizational communication structures, innovation, information seeking, and health communication. This semester he is completing a book focusing on symbolic innovations

### 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.