

# CMM-2000>

## > Communication>

### > Theory

Daniel Chornet, Ph.D.

Department of Communication  
Saint Louis University - Madrid Campus

Spring 2018

**E-mail:** [daniel.chornet@slu.edu](mailto:daniel.chornet@slu.edu)  
**Office:** C/ de las Amapolas, 3  
3rd Floor - Office #306  
**Telephone:** 91-554 5858 ext. 236

**Class meets:** M, W, & F from 10-10:50 a.m. in PRH 4  
**Office Hours:** M, W, & F from 11 a.m. to 1 p.m. or by appointment.  
**Course credit:** 3.0 Hours  
**Prerequisite:** CMM-1000

## COURSE DESCRIPTION

This course takes a tour around 6 areas of communication studies and surveys 19 different communication theories. We will use Griffin's A First Look at Communication Theory as the main textbook that will be complemented with a series of additional readings that will illustrate, expand, and apply the theories we cover. We will start the semester with the meta-theoretical assumptions that underlie theory construction. Theories about interpersonal communication will help us understand how we construct messages, for what purpose, and how we start and maintain personal relationships through communication. The next section will show us how companies create cultures through communication and how they engage in decision making. Next, we will discuss mass communication theories that shed light on the power of signs and media effects. The public arena is the next realm of human activity within which we will study communication theories. Specifically, we will investigate the available means of persuasion when we perform in everyday life situations. The section that follows will focus on the relationship between culture and communication and we will cover theories that will teach us how we communicate within our own culture and interculturality.

## COURSE GOALS

Theory and theory construction should not be something completely new to YOU. We do theorize about the world that surrounds us on a daily basis, although we might not be aware of it every time we do it.

This course will:

- 🔑 Help you be aware of the process of theorizing about communication in everyday life.
- 🔑 Increase your analytic acuity and your theorizing abilities.
- 🔑 Help you understand communication theories as tools to make sense of everyday life.
- 🔑 Help you appreciate and enjoy the art of theorizing about communication.

After you take this course you will go about your everyday life being able to make out patterns, configurations, and order out of a vast array of apparently unconnected stimuli (or maybe you already do so!!).

# STUDENT LEARNING OUTCOMES FOR CMM 2000

Upon completing this course, students will be able to:

| SKILLS  | ASSESSMENT   |
|---|--|
| ⊕ Analyze and illustrate communication theories and their core components.  | Class presentation, Exams Class Discussion, Quizzes. |
| ⊕ Evaluate communication theories critically along a series of criteria.  | Term Paper, Class Discussion, Exams.                 |
| ⊕ Compare and contrast communication theories.  | Term Paper, Class Discussion, Exams.                 |
| ⊕ Apply communication theories to their everyday lives.   | Application papers, Class Discussions, Exams.        |
| ⊕ Use communication theories to talk about and act upon practical problems in a productive way.   | Application papers, Class Discussions.               |
| ⊕ Generate their own theoretical claims about communication in everyday life derived from their experiences and the knowledge acquired. | Term paper.  |
| ⊕ Raise consciousness concerning the ethical implications of each theory.   | Class Discussion, Application papers, Exams.         |
| ⊕ To apply effective organizational principles for high-impact presentations.   | Group Presentation.                                  |
| ⊕ To design a high-impact PowerPoint presentation.  | Group Presentation.                                  |
| ⊕ To speak extemporaneously in front of an audience.  | Group Presentation.                                  |
| ⊕ To argue their ideas clearly and effectively  | Group Presentation.                                  |
| ⊕ Demonstrate sensitivity and empathy towards “the other” through the lens of the different theories approached.                        | Class Discussion, Application papers.                |

## COURSE DYNAMICS

Overall, the structure of the course will include, lecturing, discussions, and activities & role plays. The effectiveness of how the class unfolds highly depends on your attitude, work and, discipline. I expect that you have a positive attitude in class; I expect you regularly read the assigned articles and book chapters before coming to class; and I expect that you always come to class ready to think, discuss, apply, exemplify, theorize, critique, and evaluate the materials you have read. This course requires that you are an active learner inside and outside the class. In the end, being active in class will result in achieving the skills outlined above and in an enjoyable experience. Let me know how I can help you meet these requirements in order to learn succeed in CMM-2000.

## REQUIRED MATERIALS

-  Griffin, E. (2015). *A first look at communication theory*. (9<sup>th</sup> ed.). New York: McGraw Hill
-  Reading Packet available online via a shared folder in Dropbox.

## RECOMMENDED MATERIALS

The following books are available at out library and they can be very useful for our class:

- *Communication theories: perspectives, processes, and contexts* / Katherine Miller. Call# 302 MIL
- *Theorizing about intercultural communication* / editor William B. Gudykunst. Call# 303.482 GUD
- *Handbook of language and social interaction* / edited by Kristine L. Fitch, Robert E. Sanders. Call# 306.44 FIT
- *Engaging theories in family communication: multiple perspectives* / editors, Dawn O. Braithwaite, Leslie A. Baxter. Call# 306.87 BRA
- *Engaging theories in interpersonal communication: multiple perspectives* / Leslie A. Baxter, Dawn O. Braithwaite, editors. Call# 153.6 BAX

# COURSE ASSIGNMENTS

Please keep track of your scores as you receive them from me.

| ASSIGNMENTS                         | POINTS     | APPROX. VALUE | MY SCORE |
|-------------------------------------|------------|---------------|----------|
| Quiz #1                             | 50         | 11%           |          |
| Quiz # 2                            | 50         | 11%           |          |
| Quiz # 3                            | 50         | 11%           |          |
| Quiz # 4                            | 50         | 11%           |          |
| Application Papers (2 at 15 points) | 30         | 6%            |          |
| Class Presentation                  | 75         | 16%           |          |
| Theory Paper                        | 100        | 22%           |          |
| Class Participation and Attendance  | 50         | 11%           |          |
| <b>Total Score</b>                  | <b>455</b> | <b>100%</b>   |          |

## DESCRIPTION OF ASSIGNMENTS

**Format for the Quizzes:** Their focus will be to assess that you understand concepts and theories, that you are able to establish connections among them, that you are able to integrate and evaluate knowledge; and that you are able to provide and analyze real-life situations that illustrate different concepts and theories. Quizzes will require that you answer “matching” and “yes-no” questions (40%); short-answer questions between 4 and 5 lines (60%). (See student learning outcomes table above to see specific skills that I will assess in this assignment).

**Final Project:** In your final project, you will have to create your own theory. Your new theory will have to be based on two other existing theories that we will have covered in class. After you have created your own theory, you will have to come up with a set of recommendations for practice in the particular area of human activity to which your theory applies. (See student learning outcomes table above to see specific skills that I will assess in this assignment).

**Group Presentation:** Group presentations will entail reading an assigned journal article or book chapter and presenting it to your peers in class. Presentations will take the entire class period and they include lecturing, providing examples, doing activities with your audience, engaging the audience in class discussion among others. I will pay special attention to the delivery of the presentation. You must follow the principles of high-impact presentations that we will discuss in class (See student learning outcomes table above to see specific skills that I will assess in this assignment).

**Application Papers:** Application papers are short three-page assignments that will focus on one or two skills at a time. As the title of the assignment says, you will have to take a concept, theory, and/or skill and put it into practice. (See student learning outcomes table above to see specific skills that I will assess in this assignment).

**Format Instructions:**

The first 2 or 3 lines of the document should include the assignment number (e.g. Application Paper #1), a title for the assignment, and your name. Your written assignment needs to be grammatically sound and proofread.

All assignments need to be typed.

Margins: 1 inch (top, bottom, left and right)

Font: Times New Roman, 12-point font

Line spacing: The whole document needs to be double spaced.

Length: 3 pages maximum.

**In-class Participation:** Participation entails critical thinking, critical listening and sharing your thoughts and opinions with your classmates. You should come to class prepared and willing to discuss the readings or ideas for that day. Active and useful participation requires effort from your part. I expect that your contributions to the discussion be grounded in the assigned readings. Avoid going off on tangents. Only coming to class does not count as participation. I will keep track of your participation during discussions and in-class activities. In order to get credit for your presence in

the classroom, you need to “participate” as described here. (See Student Learning Outcomes table above to see specific skills that I will assess in this assignment).

**In-class Participation Grade:** This classroom will be a safe place for expressing your opinions and discussing them in a reasonable fashion with your classmates. You are free to speak your mind in class. As such, you may hear opinions and viewpoints that are contrary to yours and since you are all adults, I will expect you to be respectful when we are engaged in class discussion. Nonetheless, if you feel uncomfortable because of a class discussion, you may speak with me at any time.

**How will you earn your in-class participation grade?**

- An “A” in participation means that you almost always participate in class (as described above).
- A “B” in participation means that you frequently participate in class (as described above).
- A “C” in participation means that you sometimes participate in class (as described above).
- A “D” in participation means that you seldom participate in class (as described above).
- An “F” in participation means that you rarely participate in class (as described above) and/or that you disrespect your peers.

**CAVEAT: Missing classes and lateness will lower your participation grade.**

## ELECTRONIC SUBMISSION OF ASSIGNMENTS

I will email you a “**FILE REQUEST**” from **Dropbox** that you’ll be able to use throughout the semester to submit all your written assignments. When you are ready to upload an assignment, follow the instructions through the link. You don’t need to open a Dropbox account if you don’t have one.

1. Requirements for electronic submissions:
2. You need to upload a **WORD** version and a **PDF** version of your assignment.
3. **FILE NAME FORMAT:** Label your file following this template:
  - a. **TEMPLATE:** Course # - first name initial + last name - name and number of the assignment
  - b. **SAMPLE FILE NAME:** *CMM2000-dchornet-RJ#1.docx* (you need to use YOUR first name initial and last name ☺).
  - c. I will discard files without a proper file name format.
4. Assignments are due by **midnight** of the day assigned, but they can be submitted earlier as well.
5. **Note:** You’re fully responsible for uploading a word document that **opens correctly**. It is unlikely, but files can get corrupted in the process of sending and receiving. Uploading the word document along with a copy of it in pdf format will maximize your chances of me being able to open your assignment.

## ATTENDANCE, PARTICIPATION AND DISCUSSION POLICIES

**ATTENDANCE:** Attendance is mandatory for this course to run properly. I will expect your physical and mental presence for each class period. I expect you to pay attention to class materials. **Late arrivals** are highly discouraged since they are disruptive for the class. **Arriving 20 minutes** late or later will count as an absence. The schedule below contains a description of what will happen each day. Ask me and/or your classmates to make sure you do not miss anything that is not assigned in the schedule.

**ABSENCES & PENALTIES:** You are allowed only **3 unexcused absences**. More than 3 unexcused absences will significantly lower your grade (minus 5 points per unexcused absence after the second). **Missing 9 or more classes will be grounds to earn a failing grade.**

**WHAT IS AN EXCUSED ABSENCE?** Only university events and trips will be officially excused. However, it is your responsibility to make sure such events or trips do not interfere negatively with your performance in your classes. Since doctor’s notes are not official excuses, I will use my discretion to excuse medical or other unofficial situations.

**ABSENCES & ASSIGNMENT SUBMISSIONS:** If you're sick and can't come to class the day an assignment is due, DO SUBMIT IT VIA EMAIL OR ANY OTHER MEANS STIPULATED BY ME. You are more credible if you miss class and send me the assignment due, even if it is unfinished, than if you don't send the assignment. You have all the dates for assignments scheduled in the syllabus. Plan your work ahead of time and be organized.

**LATE WORK:** You will lose 10% of your score—per day—in any graded assignment submitted late without an official excuse. Submitting an assignment on time means to turn it in class or electronically on the due day. If you know that you are not going to turn in an assignment on time, let me know before it is due, in order to work out a solution.

## MISCELLANEOUS POLICIES

**CLASSROOM BEHAVIOR:** Any behaviors that disrupt the flow of class in any way will not be tolerated. **Laptops, tablets, and cellphones** ARE authorized in the classroom as long as they are used to work on any aspect related to this particular course. Students using these devices for other non-academic purposes will be invited to leave the classroom, their absence will count as unexcused, and they will not be allowed to use them in the classroom.

**POLICY ON STUDENT - INSTRUCTOR COMMUNICATION:** If you need to contact me outside the classroom, use the email address listed in this syllabus. Since some parts of the semester are busier than others, in some situations I will be able to respond to your emails fairly quickly. However, during busier times you will have to allow 24 to 48 hours for my response.

## COLLECTION OF ASSIGNMENTS FOR ASSESSMENT PURPOSES

In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Thus, copies of your work for this course, including exams, quizzes, application papers, class discussions (video taped), oral presentations (video taped), final projects may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

## GRADE DESCRIPTION

⊗ **A**—An “A” performance is a superior performance. To earn an “A” on an assignment, you must extend increased effort to seeing and thinking beyond the surface level of the assignment as well as show particular skill in composing your work. To earn an “A” in the course, you must excel consistently throughout the semester. This means producing polished, well-crafted work that shows extreme effort, using the revision process to shape your message for a particular audience, taking an active leadership role in class, being organized, ambitious and articulate.

⊗ **B**—A grade “B” shows that you have done a little more than what is required for the assignment. For example, it may mean that you have done some extra research or an effective analysis on an assignment, or that you have produced a piece of discourse that is somewhat innovative and interesting. To earn a “B” in the course, you must exceed the minimum requirements of producing solid work as well as show evidence of revision, be an active participant in the classroom, complete all activities carefully, and show preparation, improvement, and effort in every area.

⊗ **C**—A grade of “C” is an average grade. A “C” indicates that you have met the minimum requirements of the assignment. A “C” indicates that you need to improve and that there is potential in your work. To earn a “C” in this course means that you have made a minimum effort in your assignments and in class participation.

⊗ **D**—A grade of “D” means that your assignment has significant problems. For example, not completing part of an assignment or the assignment was not done on time. Also, a “D” will be given if you do not show sufficient effort, time, or concern for any particular assignment. Earning a grade of D or lower in this course means that you have not shown consistent effort toward improvement and have not met the minimum standards for the course.

⊗ **F**—A grade of “F” will be given in a case where your work is seriously lacking. Getting an “F” is an indicator that shows lack of interest and effort. Intentional plagiarism will undoubtedly lead to a grade of F (actually a 0) and may also result in more serious consequences such as failing the course.

| <b>LETTER GRADES &amp; PERCENTAGES</b> |           |           |          |           |           |          |           |          |          |
|--|-----------|-----------|----------|-----------|-----------|----------|-----------|----------|----------|
| 100-94%                                | 93-90%    | 89-87%    | 86-84%   | 83-80%    | 79-77%    | 76-74%   | 73-70%    | 69-60%   | 59% >    |
| <b>A</b>                               | <b>A-</b> | <b>B+</b> | <b>B</b> | <b>B-</b> | <b>C+</b> | <b>C</b> | <b>C-</b> | <b>D</b> | <b>F</b> |

## **ACADEMIC INTEGRITY GUIDELINES**

Students are required to abide by the Academic Integrity guidelines summarized below.

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at: [http://www.slu.edu/Documents/Madrid/academics/Academic\\_integrity.pdf](http://www.slu.edu/Documents/Madrid/academics/Academic_integrity.pdf). Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals. The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

## **TITLE IX STATEMENT**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 ([mmaruri@slu.edu](mailto:mmaruri@slu.edu); 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall ([counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu); 915-54-5858, ext. 230) or Sinews Multiplettherapy Institute, the off-campus provider of counseling services for SLU-Madrid ([www.sinews.es](http://www.sinews.es); 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

## **STUDENT ACCOMODATION STATEMENT**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at [disabilityservices-madrid@slu.edu](mailto:disabilityservices-madrid@slu.edu) or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

**Note:** Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

## TENTATIVE SCHEDULE

### AFLACT: A First Look At Communication Theory

**G-Drive:** These are the readings available in a Google Drive Shared folder.

**This is a tentative schedule and it is subject to change as the semester progresses depending on your learning needs**

| Wk     | Day              | Class Description   | Reading for the Day  | Assignments  |
|--------|------------------|---|--|--|
| W<br>I | W<br>Jan<br>10   | ⊙ Introduction to the course  |  |  |
|        | F<br>Jan<br>12   | ⊙ What is theory and what's the point of it, anyway?  | <b>AFLACT:</b> Ch. 1 <i>Launching your Study of Communication Theory</i> .   | -Sometimes, in conversation with friends, we say: "I have a theory about this..." What's that theory? Come to class with an example of an informal theory of yours. Write a few notes and we'll work on it in class (not to be submitted as an assignment) |
| W<br>2 | M<br>Jan<br>15   | ⊙ What is theory and what's the point of it, anyway?  | <b>G-Drive:</b> Littlejohn & Foss (2008) <i>Concepts, Explanations, and Principles</i> (pp. 19-20)<br><b>G-Drive:</b> Shoemaker et al. (2004) <i>How to build social science Theories. Ch. 7 Theoretical Models</i> (Read only pp. 107-113 & 132-136). | -Theories are made up of two main components: Structures ("what") and Processes ("how").<br>-These readings will help you with the final theory paper.   |
|        | W<br>Jan<br>17   | ⊙ Two Communication Theory Paradigms. Read the whole chapter, but we'll discuss it throughout two days.                                     | <b>AFLACT:</b> Ch. 2 <i>Talk about Theory</i> (Objectivist Paradigm)   | - What does it mean that reality is objective? In other words, what does it mean that communication (reality) is objective?  |
|        | F<br>Jan<br>19   | ⊙ Two Communication Theory Paradigms.   | <b>AFLACT:</b> Ch. 2 <i>Talk about Theory</i> (Interpretivist Paradigm)  | - What does it mean that reality is subjective? In other words, what does it mean that communication (reality) is subjective?  |
|        | Sun<br>Jan<br>21 | <b>Last day to DROP a class without a grade of W and/or to ADD a class<br/>Last day to choose Audit (AU) or Pass/No Pass (P/NP) Options</b> |  |  |
| W<br>3 | M<br>Jan<br>22   | ⊙ Mapping the territory: Seven Traditions in the field of Communication Theory.<br>⌘ Hand in instructions for Group Presentations           | <b>AFLACT:</b> Ch. 4 <i>Mapping the Territory</i> ( <i>Seven Traditions in the Field of Communication</i> ).   | -Each of the theories that we are going to study have a "history." Let's find out about it.  |

|                |                |  |  |  |
|----------------|----------------|--|--|--|
|                | W<br>Jan<br>24 | ☉ Symbolic Interactionism  | <b>AFLACT:</b> Ch. 5 <i>Symbolic Interactionism</i> .  | -Bring one or two questions about this theory and/or examples that illustrate it (or parts of it)<br>-Think about how language in use constructs our sense of self and our social relationships.   |
|                | F<br>Jan<br>26 | <b>No Class Today</b>  |  |  |
| <b>W<br/>4</b> | M<br>Jan<br>29 | ☉ Symbolic Interactionism: An illustration   | <b>G-Drive:</b> Lucas & Steimel (2009). <i>Creating and responding to the Gen(d)eralized Other: Women Miner's Constructed Identities</i> .                                       | <b>Group Presentation 1</b><br>-You need to establish connections with AFLACT Ch. 5-Symbolic Interactionism.   |
|                | W<br>Jan<br>31 | ☉ Coordinated Management of Meaning (CMM). Read the whole chapter but we're going to discuss it throughout two days.<br><b>Important, this chapter is in the G-Drive folder.</b> | <b>Notice!!! &gt;&gt;&gt; G-Drive:</b> Griffin (2012) <i>Coordinated Management of Meaning (CMM)</i> (Part 1)  | -Bring one or two questions about this theory and/or examples that illustrate it (or parts of it)<br>-Think about how this CMM is connected with Symbolic Interactionism.<br><b>-You will write an application paper on The Coordinated Management of Meaning (Due on the 9<sup>th</sup> of February).</b> |
|                | F<br>Feb<br>2  | ☉ Coordinated Management of Meaning (CMM)  | <b>G-Drive:</b> Griffin (2012) <i>Coordinated Management of Meaning (CMM)</i> (Part 2)   |  |
| <b>W<br/>5</b> | M<br>Feb<br>5  | <b>Quiz #1</b>   |  |  |
|                | W<br>Feb<br>7  | ☉ Social Penetration Theory (SPT)  | <b>AFLACT:</b> Ch. 8 <i>Social Penetration Theory</i> .  | -How do you think relationships are formed? What creates intimacy in a relationship? How do you feel about this theory? Is it too obvious? Too simplistic? How could you critique this theory?   |
|                | F<br>Feb<br>9  | ☉ Relational Dialectics Theory (RDT). Read the whole chapter, but we will discuss it throughout two days.  | <b>AFLACT:</b> Ch. 11 <i>Relational Dialectics</i> (part 1).   | -How is RD different from Social Penetration Theory<br><b>Application Paper 1 about Coordinated Management of Meaning due today</b>  |
| <b>W<br/>6</b> | M<br>Feb<br>12 | ☉ Relational Dialectics Theory (RDT)   | <b>AFLACT:</b> Ch. 11 <i>Relational Dialectics</i> (part 2).   |  |
|                | W<br>Feb<br>14 | <b>Registration for Summer 2018 begins</b>   |  |  |
|                | F<br>Feb<br>16 | ☉ Second Generation of Dialectical Theory applied.   | <b>G-Drive:</b> Baxter, Foley, and Thatcher (2006) <i>Marginalizing difference in personal relationships: A dialogic analysis of how partners talk about their differences</i> . | <b>Group Presentation 2</b><br>-You need to establish connections with AFLACT Ch. 11 Relational Dialectics.  |
| <b>W<br/>7</b> | F<br>Feb<br>16 | ☉ Social Information Processing Theory   | <b>AFLACT:</b> Ch. 10 <i>Social Information Processing</i> .   | -Bring one or two questions about this theory and/or examples that illustrate it (or parts of it).   |
|                | M<br>Feb<br>19 | ☉ Communication Privacy Management Theory.<br>Read the whole chapter, but we will discuss it throughout two days.  | <b>AFLACT:</b> Ch. 12 <i>Communication Privacy Management Theory</i> .   | -How do you regulate privacy in your family? What topics or events would you keep private? why? would you share them with any members of your family? why?   |

|         |                 |   |   |  |
|---------|-----------------|---|---|--|
|         | W<br>Feb<br>21  | ⊙ Communication Privacy Management Theory.  | <b>AFLACT:</b> Ch. 12 <i>Communication Privacy Management Theory.</i>                       |  |
|         | Th<br>Feb<br>22 | <b>Winter Break – No Classes</b>  |   |  |
|         | F<br>Feb<br>23  | <b>Winter Break – No Classes</b>  |   |  |
|         | M<br>Feb<br>26  | <b>Quiz #2</b>  | <b>Quiz #2</b>  | <b>Quiz #2</b>   |
| W<br>8  | W<br>Feb<br>28  | ⊙ Writing the Academic Paper in College.<br>⊙ Writing a Literature Review.<br>⊙ Learning How to use APA | <b>G-Drive:</b> Consult APA handout in G-Docs.  | -Use the APA pdf as a reference when you're formatting your paper.   |
|         | F<br>Mar<br>2   | ⊙ Cultural Studies. Read the whole chapter, but we will discuss it throughout two days.                 | <b>AFLACT:</b> Ch. 27 <i>Cultural Studies</i> (Part 1).                                     | -Think about the role of media in the creation, reproduction and dissemination of meanings in society. Who/what is represented in the media?   |
| W<br>9  | M<br>Mar<br>5   | ⊙ Cultural Studies  | <b>AFLACT:</b> Ch. 27 <i>Cultural Studies</i> (Part 2).                                     |  |
|         | W<br>Mar<br>7   | ⊙ Semiotics. Read the whole chapter, but we will discuss it throughout two days.                        | <b>AFLACT:</b> Ch. 26 <i>Semiotics</i> (Part 1).  | -Bring examples of important signs that you recognize in your own culture.   |
|         | F<br>Mar<br>9   | <b>Last day to drop a class and a receive a grade of W.</b>   |   |  |
| W<br>10 | M<br>Mar<br>12  | ⊙ Semiotics Applied   | <b>G-Drive:</b> Page (2003) <i>Myth and photography in advertising: A semiotic analysis</i> | <b>Group Presentation 3</b><br>-You need to establish connections with AFLACT Ch. 27 Cultural Studies and Ch. 26 Semiotics.  |
|         | W<br>Mar<br>14  | ⊙ Cultivation Theory  | <b>AFLACT:</b> Ch. 29 <i>Cultivation Theory.</i>  | -Does TV cause people to be violent? Does TV make you be afraid of violence in the world? Why would you be afraid to walk alone in a dark alley?   |
|         | F<br>Mar<br>16  | ⊙ Panopticism: Media's Surveillance and Control   | <b>G-Drive:</b> Foucault (1977). <i>Panopticism (From Discipline and Punishment)</i>        | -Are we constantly being surveilled by others? Who are these others? Are we being controlled by them? How? Why not?<br>-Bring one or two questions about this theory and/or examples that illustrate it (or parts of it) |
| W<br>11 | M<br>Mar<br>19  | ⊙ Dramatism. Read the whole chapter, but we will discuss it throughout two days.                        | <b>AFLACT:</b> Ch. 23 <i>Dramatism</i> (Part 1)   | -Why do politicians, public figures and the like speak in public? What is their motivation to do so? What is their purpose? Can you analyze a political speech and identify the speaker's hidden agenda? How?            |
|         | W<br>Mar<br>21  | ⊙ Dramatism   | <b>AFLACT:</b> Ch. 23 <i>Dramatism</i> (Part 2)   |  |

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|         | F<br>Mar<br>23 | ©Politeness as Social Influence.  | <b>G-Drive:</b> Goldsmith (2005)<br><i>Politeness Theory: How we use language to save face.</i>   | -Why don't we sometimes refuse an invitation with a straightforward "no"? Why do we use "tact" to criticize somebody? Or why do we bluntly criticize somebody? In other words, how and why do we enact politeness? Can politeness be a tool for persuasion?<br><b>- You will write an application paper on Politeness Theory (Due on the 9<sup>th</sup> of April).</b> |
| W<br>12 | M<br>Mar<br>26 | <b>Easter Break – No Classes</b>  |   |  |
|         | W<br>Mar<br>28 | <b>Easter Break – No Classes</b>  |   |  |
|         | F<br>Mar<br>30 | <b>Easter Break – No Classes</b>  |   |  |
| W<br>13 | M<br>Apr<br>2  | ©Politeness as Social Influence in context.   | <b>G-Docs:</b> Miller-Ott, & Kelly (2017)<br><i>A Politeness Theory Analysis of Cell-Phone Usage in the Presence of Friends.</i>  | -Come to class ready to discuss this study in terms the method use and the application of Politeness Theory.   |
|         | W<br>Apr<br>4  | <b>Quiz 3</b>   | <b>Quiz #3</b>  | <b>Quiz #3</b>   |
|         | F<br>Apr<br>6  | <b>Registration for Fall 2018 Semester begins</b>   |   |  |
| W<br>14 | M<br>Apr<br>9  | ©Social Judgement Theory.   | <b>AFLACT:</b> Ch. 14 <i>Social Judgment Theory</i> (Part 2).   | <b>Application Paper 2 about Politeness Theory due today</b>   |
|         | W<br>Apr<br>11 | ©Cultural Approach to Organizations   | <b>AFLACT:</b> Ch. 19 <i>Cultural Approach to Organizations.</i>  | - Can an organization be a culture in the same sense as a national culture? Or is culture a different concept within organizations?  |
|         | F<br>Apr<br>13 | ©An illustration of the importance of culture within Organizations.                       | <b>G-Drive:</b> Boode, G. (2005).<br><i>Boundaries on the move. The impact of cultural values and language on organizational design and communication within an organization in Thailand.</i> | <b>Group Presentation 4</b><br>-You need to connect the presentation with AFLACT Ch. 19 from our textbook.   |
| W<br>15 | M<br>Apr<br>16 | ©Critical Theory of Communication in Organizations.                                       | <b>AFLACT:</b> Ch. 21 <i>A Critical Theory of Communication in Organizations.</i>   | - Can an organization be constituted democratically? should all stakeholders have a say in the decision-making process?  |
|         | W<br>Apr<br>18 | ©Speech Codes Theory. Read the whole chapter, but we will discuss it throughout two days. | <b>AFLACT:</b> Ch. 33 <i>Speech Codes Theory</i> (Part 1).  | -What is culture? is culture the same as nationality according to SCT?<br>-How can "ways of speaking" tell us information about a particular speech community?   |
|         | F<br>Apr<br>20 | ©Speech Codes Theory.   | <b>AFLACT:</b> Ch. 33 <i>Speech Codes Theory</i> (Part 2).  |  |

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| W<br>16 | M<br>Apr<br>23 | ⊙Food and Tradition: An illustration of a Lebanese Speech Code.  | <b>G-Drive:</b> Homsey (2012) <i>The code of food and tradition Exploring a Lebanese (American) speech code in practice in Flatland</i> | <b>Group Presentation 5</b><br>-You need to connect the presentation with AFLACT Ch. 33 Speech Codes Theory.   |  |
|         | W<br>Apr<br>25 | ⊙Communication Accommodation Theory. Read the whole chapter, but we will discuss it throughout two days. | <b>AFLACT:</b> Ch. 31 <i>Communication Accommodation Theory (Part 1).</i>   | -Do you accommodate and converge to somebody else's ways of speaking? Why? Do you do the opposite, that is diverge? Why?   |  |
|         | F<br>Apr<br>27 | ⊙Communication Accommodation Theory.   | <b>AFLACT:</b> Ch. 31 <i>Communication Accommodation Theory (Part 2).</i>   |  |  |
| W<br>17 | M<br>Apr<br>30 | ⊙Face-Negotiation Theory   | <b>AFLACT:</b> Ch. 32 <i>Face Negotiation Theory.</i>   | <b>Theory Paper Due Today</b><br>- What is culture for FNT? What variables predict the way in which people will manage conflict? How do you usually manage conflict? Why?<br>-Compare the different definitions of culture covered in chapters 19, 33, 31, 32. |  |
|         | T<br>May<br>1  | <b>Labor Day – No Classes</b>  |   |  |  |
|         | W<br>May<br>2  | <b>Local Holiday – No Classes</b>  |   |  |  |
|         | M<br>May<br>7  | <b>Quiz #4<br/>From 8:30 to 11:30 pm</b>   |   |  |  |

**Final Exams Schedule**

| SPRING 2018        |                                     |                                       |                                       |                                       |                               |
|--------------------|-------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|-------------------------------|
|                    | 4 May (Fr)                          | 7 May (Mn)                            | 8 May (Tu)                            | 9 May (Wd)                            | 10 May (Th)                   |
| <b>08:30-11:30</b> | Mn classes that meet at 9:00 & 9:30 | Mn classes that meet at 10:00         | Mn classes that meet at 11:00 & 11:30 | Tu classes that meet at 9:30          | Tu classes that meet at 8:00  |
| <b>12:00-15:00</b> | Tu classes that meet at 11:00       | Mn classes that meet at 13:00         | Tu classes that meet at 14:30         | Mn classes that meet at 12:00 & 12:30 | Tu classes that meet at 12:30 |
| <b>15:30-18:30</b> | Mn classes that meet at 14:30       | Tu classes that meet at 17:00 & 17:30 | Mn classes that meet at 16:00         | Tu classes that meet at 16:00         | Mn classes that meet at 17:30 |
| <b>19:00-22:00</b> | ---                                 | ---                                   | Mn classes that meet at 18:30 & 19:00 | Tu classes that meet at 19:00         | ---                           |

## Supplementary Readings References

### Listed in order of appearance in the syllabus

- 01-Shoemaker, P. J., Tankard, J. W., & Lasorsa, D. L. (2004). How to build social science theories. Thousand Oaks, CA: Sage (Ch. 7 Theoretical Models, pp. 107-113 & 132-136).
- 02-Littlejohn, S. W., & Foss, K. A. (2008). Theories of human communication (9 ed.). Boston, MA: Wadsworth (pp. 19-20).
- 03-Lucas, K., & Steimel, S. J. (2009). Creating and responding to the gen(d)eralized other: Women miners' community-constructed identities. *Women's Studies in Communication*, 32(3), 320-347.
- 04-Griffin, E. (2012). *A first look at communication theory*. (8<sup>th</sup> ed.). New York: McGraw Hill (Ch. 6: Coordinated Management of Meaning).
- 05-Baxter, L., Foley, M., & Thatcher, M. (2008). Marginalizing difference in personal relationships: A dialogic analysis of partner talk about their difference. *Journal of Communication Studies*, 1(1), 33-55.
- 06-American Psychological Association. (2009). Publication Manual of the American Psychological Association (6 ed.). New York: American Psychological Association. (Selected pages-Crediting Sources + Source Types)
- 07-Page, J. (2006). Myth photography in advertising: A semiotic analysis. *Visual Communication Quarterly*, 13, 90-109.
- 08-Boode, G. (2005). Boundaries on the move. The impact of cultural values and language on organizational design and communication within an organization in Thailand. *Asia Pacific Business Review*, 11(4), 519-533. <http://doi.org/10.1080/13602380500135802>
- 09-Foucault, M. (1977). *Discipline and punishment: The birth of the prison*. New York, NY: Pantheon Books. (fragment from Chapter 3. Panopticism)
- 10-Goldsmith, D. J. (2008). Politeness theory: How we use language to save face. In L. A. Baxter & D. O. Braithwaite (Eds.), *Engaging theories in interpersonal communication* (pp. 255-267). Thousand Oaks, CA: SAGE Publications, Inc.
- 11- Miller-Ott, A. E., & Kelly, L. (2016). A Politeness Theory Analysis of Cell-Phone Usage in the Presence of Friends. *Communication Studies*, 68(2), 190-207. <http://doi.org/10.1080/10510974.2017.1299024>
- 12-Homsey, D. M. (2012). The code of food and tradition: Exploring a Lebanese (American) speech code in practice in Flatland. *Journal of Intercultural Communication*, 41, 59-80.