I. LOCATOR INFORMATION

Instructor: Dr. Jeanie Almeida
Course # and Name.: COMM 395/SPEE 390
Semester Credit Hours: 3
Day/Time Class Meets: MWF: 2-2:50
Total Contact Hours for Class: 45
E-mail Address:ealmeida@uncfsu.edu

Course Name: Communication Theory
Room, Bldg.: Lyons Science Annex 120
Office Location: 206 Telecomm Building
Office Hours: MWF: 10-11, 1-2*
Office Phone: 672- 2031

*Office hours from 1-2 MWF will be held in the lobby of Lyons Science.

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf
In case FSU must close for an emergency during the semester, instruction will continue using Blackboard

II. COURSE DESCRIPTION

In this course, major theoretical paradigms within the communication discipline are surveyed with attention given to the assumptions which undergird theoretical traditions and the types of research questions which can be studied from within different theoretical perspectives. Several traditional theoretical perspectives are presented including Aristotelian analysis, symbolic interactionism, pragmatism, and technological determinism, along with modern theoretical approaches such as constructivism, discourse theory, and critical cultural approaches.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have
experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Dionne Hall  
Licensed Professional Counselor  
Spaulding Building, Room 167  
(910) 672-2167  
dhall9@uncfsu.edu

Ms. Linda Melvin  
Director, Student Health Services  
Spaulding Building, Room 121  
(910) 672-1454  
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Title IX Coordinator  
Barber Building, Room 242  
(910) 672-1141

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. TEXTBOOK


Selected journal articles placed on library reserve.

VI. STUDENT LEARNING OUTCOMES

Upon the completion of this course, the students will be able to:

(1) Demonstrate an understanding of the diversity of theoretical approaches towards the study of communication.
(2) Be able to compare and contrast different theoretical approaches in terms of the following attributes:
   (a) the view of communication embraced by different theoretical perspectives
   (b) the assumptions about the individual and society which undergird each theoretical perspective
   (c) the types of research questions which can be studied within each theoretical perspective
   (d) the types of research methodologies commonly utilized within different theoretical perspectives
(3) Categorize specific research papers within a general theoretical perspective.
(4) Learn and use some of the resources available on-line to do communication research.
(5) Write papers which analyze theories according to given criteria.

VII. COURSE REQUIREMENTS AND EVALUATION CRITERIA

Grades will be determined using this grading scale:
A=90-100, B=80-89, C=70-79, D=63-69, F=Below 63. Final grades will be determined using the following distribution:

GRADE DISTRIBUTION

Theory paper #1………… .30%
Theory paper #2……………… 20%
Midterm exam#1……… …15%
Midterm exam#2…………15%
Final exam………………..15%
Class participation……….. 5%

TOTAL 100%

COURSE REQUIREMENTS/STUDENT RESPONSIBILITIES

Paper Assignments (50%)
There will be two paper assignments for the course due on the dates listed in the course schedule.

   Paper #1- (30%)
   Select one theory from the text from chapters 5-35 and evaluate it according to the 10 standards given in Chapter 3. For each standard presented in Chapter 3 “Weighing the Words,” state whether or not this theory meets this standard or doesn’t meet it and why you think so. Your analysis of the theory according to the 10 standards must reveal complete understanding of each of the 10 standards and good reasons for saying that the theory does or doesn’t meet this standard. The ten standards are as follows:
   1. Scientific standard 1: Explanation of the Data
   2. Scientific standard 2: Prediction of Future Events
   3. Scientific standard 3: Relative Simplicity
   4. Scientific standard 4: Hypotheses That Can be Tested
   5. Scientific standard 5: Practical Utility
   6. Interpretive Standard 1: New Understanding of People
   7. Interpretive Standard 2: Clarification of Values
   8. Interpretive Standard 3: Aesthetic Appeal
   9. Interpretive Standard 4: A Community of Agreement
   10. Interpretive Standard 5: Reform of Society
Most theories will not meet all of the standards, but you must write on all ten standards. If a standard does not fulfill a standard, then write that and explain why. All your answers are to be based on the material in the textbook so do not collect outside sources. You must read carefully the description of one theory in your textbook and then evaluate that theory in terms of the ten standards. Also, in your essay state which one of the seven research traditions (in chapter 4) the theory belongs to and explain
why you think so. The seven traditions are described in Chapter 4 “Mapping the Territory.” In order to receive credit for this assignment, you must be right. You must have a good understanding of the 10 standards, and you must be able to apply these standards to an analysis of one theory in a correct manner. It is not sufficient to simply state that this theory does or does not meet a certain standard. You must explain why, using material in the text, the theory meets a certain standard. Therefore, a careful reading of two chapters in the text is necessary to do a good job on the paper. Paper should be 6-7 pages typed, well-written, coherent. When citing the text, follow standard APA style. The last day on which Paper 1 will be accepted is NOVEMBER 11, 2015,

**Paper #2 - (20%)**
Select one theorist from chapters 5-35. Do a library search and find at least two journal articles or one book written by this scholar. Read the articles/book and then do two things:

1) Describe the main points of the two articles you read or the book that you read.

2) Compare what you’ve researched to what Griffin says about the author. Did Griffin do an adequate job of summarizing this scholar’s work? How do you think the section on your author in the textbook could be strengthened or altered? What do students who rely only on the textbook fail to learn about this scholar’s work?

As all of these scholars are well-known and heavily published, their articles should be available in the Journal of Communication, Quarterly Journal of Speech, Critical Issues in Mass Communication, Communication Monographs, and other journals featuring communication scholars. You can do a web search and probably find a list of the scholar’s journal and book publications. Many of the textbooks they have written may be available either in the FSU library or through library loan, so get started with your research (finding and obtaining an article/book) early. Some of these communication journals are available at the library on line so you can do a search through the journals on line and simply download a copy of the paper you need. You may not use newspapers as sources or other nonscholarly magazines. (5-7 pages)

**Class Participation Grade (5%)**

Class discussion is an important component in any theory course because theoretical material often appears “opaque” or veiled to the beginner. Class discussion can inform members of the class about the ideas which other class members are having and also stimulate thought and understanding of the material through careful examination. Therefore, reading the material in advance, writing down notes on the reading from which to make contributions, and raising thought-provoking questions about the material are practices that create a stimulating and intellectually challenging climate. These are the hallmarks of rewarding seminar experiences.

**Exams (45%)**

**Midterm Exams #1 & #2 (15% each)** The midterm exams will be a combination of multiple choice questions and matching questions. A midterm review will be conducted one class period prior to each midterm exam.

**Final Exam (15%)** The final exam will be a comprehensive take-home essay exam. The final exam is posted under “Assignments” on Blackboard. It is important to write enough material for each answer: short answers generally do not receive full credit.

**Use of Blackboard**
I will put my lecture notes for each chapter in the text on Blackboard under “Course Documents.” Each chapter lecture notes also contains a list of key words to assist students in understanding the material and studying for the exams. Other material may be put on Blackboard as well, such as instructions for assignments and announcements, so you should check Blackboard when I announce in class that I will be putting some material there.

ATTENDANCE POLICY

Students are required to attend class regularly and participate in class as a member of the audience or as a contributor. Students are required to behave in a polite and respectful manner towards the professor and fellow students. This includes: turning cell phones off during class, remaining seated during the whole class as a rule, paying attention to class lectures (and taking notes), listening attentively to class discussions, not engaging in private conversation during class time, etc. The professor will talk to students if they transgress the attendance policy, privately if possible, publicly if necessary. If, after such discussion, the student’s behavior does not become more respectful, points will be deducted from either a paper grade or an exam grade or both. If the disrespectful behavior continues, the professor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

Late assignments (with documented excuse) will be accepted within three class periods of the due date. All papers accepted after one week will be dropped 10%. After two weeks of the due date, late work be accepted but dropped 20% and so on. At the end of the semester, paper 2 must come in on time or shortly thereafter. Otherwise, paper 2 will not be accepted and the student will fail the course. Absolutely no paper 1s will be accepted after the second revised deadline.

VIII. ACADEMIC SUPPORT RESOURCES

Students are encouraged to avail themselves of the services of the Writing Clinic to improve their writing. Students are also urged to use the services of Reference Librarians for their second theory paper. No excuses will be accepted for being unable to find original articles or books either in Chesnutt Library or on Inter-Library Loan which the Librarians will be glad to help you with.

IX. COURSE OUTLINE WITH ASSIGNMENT SCHEDULE

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<th>Date</th>
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<th>Topic</th>
<th>Assignment</th>
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<td>8/19</td>
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<td>Course Overview</td>
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<td>8/21</td>
<td>1</td>
<td>Talk about Theory</td>
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<td>Talk about Theory</td>
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<td>8/24</td>
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<td>Last Day of Late Registration</td>
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<td>Mapping the Territory</td>
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<td>8/31</td>
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<td>Weighing the Words</td>
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<td>9/4</td>
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<td>Symbolic Interactionism</td>
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<td>9/7</td>
<td>Labor Day Holiday</td>
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<td>9/9</td>
<td>Expectancy Violations Theory</td>
<td>Ch. 7</td>
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<td>Social Penetration Theory</td>
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<td>9/14</td>
<td>Uncertainty Reduction Theory</td>
<td>Ch. 9</td>
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<td>9/16</td>
<td>Midterm Exam Review</td>
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<td>9/18</td>
<td><strong>Midterm Exam #1</strong></td>
<td>Ch.s 2--5,7,8,9</td>
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<td>9/21</td>
<td>Social Information Processing Theory</td>
<td>Ch. 10</td>
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<td>9/23</td>
<td>Relational Dialectics</td>
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<td>9/25</td>
<td>Communication Privacy</td>
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<td>9/28</td>
<td>Interactional View</td>
<td>Ch. 13</td>
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<td>Social Judgment Theory</td>
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<td>Cognitive Dissonance</td>
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<td>10/5</td>
<td>Cultural Approach to Organizations</td>
<td>Ch 19</td>
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<td>10/7</td>
<td>The Rhetoric</td>
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<td>Narrative Paradigm</td>
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<td>10/15-16</td>
<td><strong>Fall Break</strong></td>
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<td>10/19</td>
<td>Media Ecology</td>
<td>Ch. 25</td>
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<td>Cultural Studies</td>
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<td>Review for midterm 2</td>
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<td>Deadline for Withdrawals from Classes</td>
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<td>10/28</td>
<td>Uses and Gratifications</td>
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<td>Agenda Setting</td>
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<td>Agenda Setting</td>
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<td>11/9</td>
<td>Face-Negotiation Theory</td>
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<td><strong>Veteran’s Day Holiday</strong></td>
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<td>Speech Codes Theory</td>
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<td>Genderlect Styles</td>
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<td>11/20</td>
<td>Standpoint Theory</td>
<td>Ch. 35</td>
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Thanksgiving Holiday

Work on Paper #2 and Take Home Final Exam
Take Home Final Exam due for graduating seniors on Wednesday Dec 2, 2015
Take Home Final Exam due for seniors not graduating by Wednesday, Dec 9, 2015
Absolutely no late papers will be collected after 5 pm on Thursday, Dec 10, 2015.

X. TEACHING STRATEGY
The course will be set up as an advanced seminar. Readings will be assigned every week and members of the class will discuss the readings. In a sense, the instructor will function as a moderator and guide as well as a participant in ongoing class discussions. The two papers will function as opportunities for students to acquire and develop a level of mastery in analysis on theoretical perspectives which are current within the field of communication.

XI. BIBLIOGRAPHY


