

Communication Studies 680 – Section 2
Communication Theory
Spring Semester 2016

Meeting Days: Tuesday
Meeting Time: 1:25p – 4:25p
Meeting Place: 289 COM
Instructor: Dr. Michael R. Kotowski

Course Description

This class is a seminar on “classics” in social science and communication theory and research. The first one-half of the course will focus on meta-theory and the second one-half of the course will focus on works that are both highly influential, and representative of the very best in social scientific theory and research. By the end of this course you are expected to: 1) understand the role that theory plays within communication scholarship, 2) be able to apply communication theories to research questions in your domain of interest, 3) feel a sense of socialization into the field of communication, and 4) understand the importance of understanding the original works central to highly influential research programs in the field. The course will be taught in lecture/discussion format. **It is therefore essential that students read and study the assigned texts before coming to class.**

Contact Information

A key feature of a quality graduate education is close collaboration between faculty and graduate students. In an effort to foster that collaboration I view the relationship between faculty and graduate students as collegial, much like that between senior and junior partners in a law firm. It is important to point out, however, that with this collegiality comes the fact that I have the same expectations of graduate students that I have of my faculty colleagues. In order to foster this perspective I prefer to interact on a first name basis. If you are uncomfortable with that level of informality, let me know and I will adapt accordingly.

Office: 293 COM

I am willing to meet at places other than my office. If you prefer to meet elsewhere, such as a coffee shop, the library, etc., it can be arranged.

Email: mkotowsk@utk.edu

Email is the best way to contact me.

Office Hours: 12:00p – 1:30p Tuesday

If you cannot make these hours, you are welcome to make an appointment for another time by making the request via email.

Please do not see office hours exclusively as a time to address problems. You can use them to clarify points you do not understand, to get additional reading material, to talk about the subject

matter in relation to your other interests, to review work in progress, to offer feedback or input about the course, to talk about employment or research possibilities, or for other reasons. In other words, you do not need a crisis to make productive use of this time.

Texts

Required

- Chaffee, S. H. (1991). *Communication Concepts I: Explication*. Newbury Park, CA: Sage.
- Chalmers, A. F. (1999). *What is this thing called Science?* (3rd ed.), Indianapolis, IN: Hackett Publishing Co.
- Infante, D. A., Rancer, A. S., & Avtgis, T. A. (2010). *Contemporary Communication Theory*. Dubuque, IA: Kendall Hunt.
- Schmidt, F. L., & Hunter, J. E. (2015). *Methods of Meta-Analysis* (3rd ed.), Los Angeles, CA: Sage.

Recommended

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

The APA Manual will make your life easier in this class and throughout your graduate career. If you do not already own it, make the purchase.

Other useful texts include, *Statistics as Principled Argument* by Abelson, *The Elements of Style* by Strunk and White, and *A Rulebook for Arguments* by Weston. These three texts will correct most people's deficiencies in how to use statistics, how to write, and how to argue.

Scavenger Hunt

We will also be covering several classics in social scientific theory with an emphasis on the importance of reading the original works. Many of these original works are very difficult to find. One of the skills that this course will develop in the student is the ability to locate these original works. Consequently, it will be the student's responsibility to source these original works before the midpoint of the semester.

- Video: The Zimbardo Prison Experiment
- Asch, S. E. (1956). Studies of independence and conformity: I. A minority of one against a unanimous majority. *Psychological Monographs: General and Applied*, 70, (416, whole), 1-70.
- Sherif et al. (1961). *The robbers cave experiment*. Univ. of Oklahoma.
- Milgram, S. (1969). *Obedience to authority*. NY: Harper.
- Festinger, L. (1957). *A theory of cognitive dissonance*. Stanford University Press.
- Festinger, L., Riecken, H. W., & Schachter, S. (1956). *When prophecy fails*. NY: Harper.
- Festinger, L. & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology*, 29, 703-709.
- Schachter, S., & Singer, J. E. (1962). Cognitive, social, and physiological determinants of emotional states. *Psychological Review*, 69, 379-399.
- Zajonc, R. B. (1968). Attitudinal effects of mere exposure. *Journal of Personality and Social Psychology Monograph Supplement*, 9 (2, part 2), 1-27.

- Zanna, M. P., & Cooper, J. (1974). Dissonance and the pill: An attribution approach to studying the arousal properties of dissonance. *Journal of Personality and Social Psychology*, 29, 703-709.
- Cooper, J., Zanna, M. P., & Taves, P. A. (1978). Arousal as a necessary condition for attitude change following induced compliance. *Journal of Personality and Social Psychology*, 36, 1101-1106.
- Cooper, J., & Fazio, R. H. (1984) A new look at dissonance theory. *Advances in Experimental Social Psychology*, 17, 229-266.
- Latane, B., & Darley, J. M. (1970). *The unresponsive bystander*. NY: Appleton Century Crofts.
- Goffman, I. (1959). *The presentation of self in everyday life*. NY: Anchor.
- Hovland, C. I., Janis, I. L., & Kelly, H. H. (1953). *Communication and persuasion*. Yale. (Chapters 1-4).
- Berlo, D. (1960). *The process of communication*. NY: Holt, Rinehart & Winston.
- Watzlawick, P., Bavelas, J. B., & Jackson, D. D. (1967). *Pragmatics of human communication*. NY: W Norton.
- Miller, G. R., & Steinberg, M. (1975) *Between people: A new analysis of interpersonal communication*. Chicago: SRA

Evaluation

The purpose of assigning grades in a course is to assess the extent to which the students in the course mastered the material covered. Because it is your job as a student to master the substantive content in the course and it is my job as an instructor to help you master that content, for both of our benefits, I strive to create a valid and reliable method of evaluation. Therefore, you will be evaluated based on your performance on the following assignment.

Research Proposal

Students will design a study testing a communication theory. The student will write a comprehensive literature review, define and provide measurements of their constructs, identify testable research hypotheses, and describe the procedure for conducting the studies. Students are not expected to execute the studies that they propose. Rather, they should provide a literature review, details of the planned sample, procedures, measurements, and design as in a Method section of a research article, and include accompanying documents in an Appendix (e.g., questionnaire items, experimenter instructions). The proposal is worth 100 points.

Evaluation of Assignments

All work must be typed and conform to APA 6 style. Work will be evaluated on both content (accuracy, validity, insight, etc.) and writing (i.e., spelling, grammar, style, neatness, etc.) Content will count most, but writing style also influences grading. All assignments are due at the beginning of the class period on the due date.

Participation

You are adults, I do not take roll. I shall, however, pass on the benefit of my experience. There is a substantial positive correlation between attendance and course performance. With that being said, students are expected to attend each and **every** class. **All** required reading assignments must

be read **PRIOR** to the class date for when they are assigned, and the students must discuss the articles in an informed and thoughtful manner.

The instructor may, at his discretion, add or subtract up to 5% of the total points possible for participation. Students meeting or exceeding the expectations may gain participation points, while students failing to meet expectations may lose points.

Late Work

All work must be turned in at or before the beginning of class on the day in which it is due. Extensions may only be granted before the due date, and will only be granted for (what the instructor believes to be) valid reasons. The instructor may refuse to accept late work. If late work is accepted, it will receive an automatic 10% deduction from the grade given. Work more than 2 weeks late will receive a 25% deduction.

Assignment Schedule

Assignment	Points	Due
Sur. Proposal	100	5 May
Total	100	

Grading Scale

Grade	Percentage
A	90%-100%
B+	85%-89%
B	80%-84%
C+	75%-79%
C	70%-74%
Failure	0%-69%

Policy

Generally, I do **not** give make-up examinations, accept late work, or give incompletes. I realize that in **rare cases** they are necessary. If circumstances should arise that cause you to miss an examination, submit a paper late, or need an incomplete, then it is your responsibility to contact me and make the request. In the absence of a request you will receive a zero on the examination or the paper, and receive a grade in lieu of the incomplete.

If caught engaging in academic dishonesty in this course you will receive a zero in the course and be reported to your Major Professor, your Department Director, and the CCI Associate Dean. Lest there be misunderstanding, the University of Tennessee policy on academic dishonesty is reproduced in subsequent paragraphs from Hilltopics.

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I

pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

Students are also responsible for any act of plagiarism. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University. Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Faculty members also have responsibilities which are vital to the success of the Honor Statement and the creation of a climate of academic integrity within the University community. Each faculty member is responsible for defining, in specific terms, guidelines for preserving academic integrity in a course. Included in this definition should be a discussion of the Honor Statement.

Student classroom conduct, including academic dishonesty, is the immediate responsibility of the instructor. He/she has full authority to suspend a student from his/her class, to assign an "F" in an exercise or examination, or to assign an "F" in the course. In addition to or prior to establishing a penalty, the instructor may refer the case to an Academic Review Board by notifying the administrative head of his/her academic unit and the Office of the Dean of Students, which shall prepare and present the case to the appropriate Academic Review Board.

For more detail than what is possible here please refer back to Hilltopics.

Approximate Schedule

First One-Half of the Course

Weeks 1 through 7

Topic: Social Science Meta-Theory

Readings: Chafee; Chalmers; Schmidt & Hunter; Infante, Rancer, & Avtgis

Weeks 8 through 14

Topic: Classics in Communication Theory and Research

Readings: Scavenger Hunt

Week 15

Final Exam Period: May 5, 12:30p – 2:30p

Course Wrap-Up

Research Proposal Due