

**COM 203 01I: Communication Theory
Purdue University Fort Wayne
Fall 2018**

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Office Hours: Happily by appointment,
phone, FaceTime, or Skype!

Phone: (260) 797-2261 call or text
(8 a.m. to 8 p.m. Mon-Sat, please)

Class: August 22nd- December 16th

Course Description

This is a foundational course that introduces students to a wide range of communication theories in the areas of interpersonal and organizational communication, persuasion and rhetoric, mass media, and cultural studies. Students will read, evaluate, and synthesize communication research from the social scientific, interpretive, and critical paradigms. They will also learn how to write literature reviews and use APA format.

Text

Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). *Theories of human communication* (11th ed). Long Grove, IL: Waveland Press, Inc.

Other readings as assigned, available via Blackboard.

Course Objectives

Upon completion of COM 203 students should be able to:

1. To identify and describe communication theories across the discipline's traditions (Response Pieces; Participation)
2. To be able to apply various theories to contexts and/or situations (i.e., personal examples, current events, television and film) (Response Pieces; Participation)
3. To identify the paradigms under which the theories belong (Response Pieces; Annotated Bibliography)
4. To be able to locate communication research articles at the library or through the library's website (Annotated Bibliography)
5. To identify the key elements of scholarly journal articles (Annotated Bibliography; Literature Review)
6. To be able to accurately summarize scholarly journal articles (Annotated Bibliography; Literature Review)
7. To synthesize research on a given communication topic in the form of a well-written literature review that could be the foundation for one's own research project (Concept Synthesis; Literature Review)
8. To be able to cite sources in APA format (Annotated Bibliography; Literature Review)

Communication Major Objectives

The Department of Communication strives to prepare undergraduate and graduate students to be critically engaged citizens. Our program of study develops students' theoretical, technological, and rhetorical skills needed to achieve their professional and personal goals. Moreover, the interdisciplinary nature of our department reflects the complexity of a world facing challenges best addressed by skilled communicators.

1. Be able to articulate the historical traditions of the discipline
2. Be able to explain communication concepts and theories relevant to your major
3. Demonstrate awareness of diverse perspectives

4. Be a competent reader, speaker, writer, and listener

Educational Philosophy

You are responsible for your learning in this course. While your instructor's role is to guide, instruct, and facilitate discussion, you ultimately determine what and if you learn. Should you find that you are not meeting your own learning goals in the course, you are responsible for connecting with your instructor.

Desired Commitment from Students:

- ***Roughly 9-12 hours per week (in-class and out-of-class work, combined)***
- A commitment to: Participate fully and meet or exceed expectations, seek assistance from the instructor as needed, be resourceful in teaching yourself how to use course resources, and willingness to make this class a priority.
- You are required to make your own reliable arrangements for transportation and using a reliable computer with reliable Internet access and submit your materials on time. *Additionally, you are responsible for preparing a back-up plan in the event your primary internet connection or computer is not available.*
- This course is organized around the structure of the major offerings in the Department of Communication. You will find a unit for each concentration we offer in the department. I have sought out the input of the faculty to better prepare you for your upper division courses by working towards an understanding of the foundational theories in each track. This does not mean that you should only focus on the theories for your declared concentration; instead, as you will learn, the borders or boundaries of any given concentration are not crisp. Indeed, the field of communication is interdisciplinary, even within highly specialized lines of research. Regardless of your concentration the breadth of this course will aid in your understanding of communication theory broadly.

Portfolio Requirement for Communication Majors:

If your major is Communication, you are required to create a portfolio as part of the sequence of required one-credit classes: COM 120, COM 308, and COM 480. This class offers opportunities to fulfill some of these objectives. Be sure to save your work for potential inclusion in your portfolio! If you are not sure which unit's work is most appropriate for the portfolio learning objectives, please ask.

Portfolio learning objectives:	Items in this course that may fulfill those objectives:
Be able to explain communication concepts and theories relevant to your major	Discussion board: compose summaries of select discussions Select Response Pieces
Be able to explain, evaluate and apply the processes involved in productive conflict in the contexts (interpersonal, small group, organizational, mediated, public) relevant to the major;	Discussion board: compose summaries of select discussions Select Response Pieces Annotated Bibliography Literature Review
Demonstrate awareness of diverse perspectives;	Discussion board: compose summaries of select discussions
Be a competent reader, speaker, writer, and listener;	Literature Review Concept Synthesis Annotated Bibliography
Critically analyze media and public communication;	Response Pieces Literature Review (contingent upon topic)
Demonstrate a basic understanding of the terminology of mediated and public communication;	Response Pieces Literature Review (contingent upon topic)
Identify and analyze the overall form and structure of mediated or public texts in their entirety, and consider how individual techniques function in a larger context.	Discussion board: compose summaries of select discussions Response Pieces

Grade Scale

The final grade will be based on the following scale:

Percentage	Letter Grade	Percentage	Letter Grade
95-100%	A	73-76%	C
90-94%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
77-79%	C+	59% and below	F

Grading

Course assignments and examinations will be weighted as follows:

Participation	10%
Response Pieces	15%
Assignments	75%

1. **Participation:** Participation points will be earned through active participation in discussion boards. See the discussion board rubric in the “resources” tab for additional information.
2. **Response Pieces:** Response Pieces will include short answer and/or essay and require you to demonstrate your understanding of and ability to apply concepts from the reading.
3. **Assignments:** Students will be required to complete written assignments and presentations, per syllabus guidelines. Assignment details and grading rubrics will be available a minimum of one week in advance.

Topic Proposal: During your COM 101 course you should have completed a research proposal based on your interests in communication research. In this class you will pick up where you left off in this regard. If you did not complete a topic proposal for COM 101, do not fret, we will rehearse this exercise here. This assignment asks for a bit more depth than you would have completed in COM 101. This assignment is meant to be a jumping off point for the rest of the assignments in this course. The full assignment description and rubric will be posted on Blackboard.

Annotated Bibliography: After deciding on a topic to research for the semester, this assignment will encourage your wide reading of the literature around your specific topic and will exercise your descriptive writing skills. For this assignment you will read 15-20 journal articles that are closely related to your research topic and summarize each of them in less than 150 words each. The full assignment description and rubric will be posted on Blackboard.

Literature Review Outline: After you have completed the labor of tracking, down, reading and summarizing the literature around your topic, you are ready to start working towards the final literature review process. We will do this by first organizing the articles conceptually. For this assignment you will return to your annotated bibliography articles and begin organizing them to create the outline of the literature review document. You will produce a detailed outline of your literature review. The full assignment description and rubric will be posted on Blackboard.

Concept Synthesis: As you will learn in class, literature review writing requires descriptive, interpretive, and critical writing while synthesizing the research you've already gathered. In this assignment, you will be asked to draft one section of the literature review based on the organization you established in the Literature Review Outline assignment. In this way, you will draft about three pages of the literature review and will receive feedback before you write the full document. The full assignment description and rubric will be posted on Blackboard.

Literature Review: This assignment will be the payoff of all the smaller assignments you've been completing all semester! The literature review will put to work the literature you gathered in the Annotated Bibliography to chart an argumentative synthesis of sources to provide readers an up-to-date summary of theoretical and empirical findings of academic research. You will work through the literature review conceptually to make an argument for your future research to take place in the next class in the core sequence: COM 300: Introduction to Research Methods.

****Because writing is a process of revision all written assignments in this course can be rewritten after you've received by comments. Your new grade will replace your old grade in the grade book. The constraints on this policy is that you must turn in the original paper on time. All revisions must be submitted no more than 10 working days after I've returned your work with my comments.****

Course Policies

- You are expected to log in to the electronic classroom on Blackboard and access resources at least once per week. The electronic classroom also includes use of your PFW email account. Your PFW email account is your official means of communication with the University. Students are expected to check official university email at least twice per week, as well as the announcements section of the course Blackboard site. If you experience difficulties with email or Blackboard, you must notify your instructor and IT Services immediately!
- Generally, late items will not be accepted. Late assignments, Response Pieces, and exams may only be accepted at the instructor's discretion, and may require documentation of illness, injury, or emergency. Alternately, exemptions may occasionally be offered in lieu of extension. Accepted late materials may receive a grade reduction. Due dates for assignments are stated on the syllabus. Technical difficulties, illness, transportation issues, etc. do not constitute a valid reason to fail to submit a course requirement when it is due unless Blackboard is down during the submission deadline. Students are strongly encouraged to plan well and complete course requirements ahead of the deadline, leaving time for unexpected personal or technological delays.
- Assignments must be submitted as a Word or PDF document, unless otherwise indicated.
- All students will conduct themselves in a manner that shows respect for cultural and intellectual diversity. This includes race/ethnicity, age, socioeconomic class, nationality, sex, gender, gender identity and expression, sexuality, ability, political views and religious affiliation.
- All students should use appropriate "netiquette" in online communication with classmates and the instructor. Disrespectful language or tone may require a phone or face-to-face appointment to follow up on the email, comment, or discussion post, at the instructor's discretion.
- All students will abide by university policy regarding academic honesty. Plagiarizing or cheating, or assisting a peer in doing so, may result in a grade of "F" on the assignment in question and/or a grade of "F" for the course. For full policy and code information, please refer to: <http://catalog.pfw.edu/content.php?catoid=49&navoid=1457#academichonesty>
- Purdue University Fort Wayne Student Code part II. A. defining academic misconduct reads as follows:

Academic Misconduct

This type of misconduct is generally defined as any act that tends to compromise the academic integrity of the university or subvert the educational process. At Purdue Fort Wayne, specific forms of academic misconduct are defined as follows:

1. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for credit or hours.
2. Falsifying or fabricating any information or citation in an academic exercise.
3. Helping or attempting to help another in committing acts of academic dishonesty, including, but not limited to, sharing papers and assignments.
4. Adopting or reproducing ideas or statements of another person as one's own without acknowledgment (plagiarism).
5. Submitting work from one course to satisfy the requirements of another course unless submission of such work is permitted by the faculty member.
6. Serving as or permitting another student to serve as a substitute (or "ringer") in taking an exam.
7. Altering of answers or grades on a graded assignment without authorization of the faculty member.
8. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material.
9. Violating professional or ethical standards of the profession or discipline for which a student is preparing (declared major and/or minor) as adopted by the relevant academic program.

Campus Services

Purdue University Fort Wayne is committed to your academic and personal success. In addition to working with your academic advisor, take advantage of the many support systems the University offers to help you succeed.

Academic Services

Tutoring Support The university offers learning assistance for many classes. Services include tutoring (walk-in and by appointment). Visit tutortrac.pfw.edu to schedule your appointment.

Math and Science Tutoring – help with math and science courses or math/science related assignments in any course. Call 260-481-5740 or stop by Kettler Hall G19, G21, and G38 (calculus or higher)

PFW Writing Center - is to help writers learn to use language more effectively, produce clear writing appropriate to their purposes and audiences, and develop positive attitudes about writing and about themselves as writers. Located on the Second Floor of the Library.

Tutoring Center – also located on the second floor of the library offering tutoring in other subjects.

Foreign Language Lab – located in LA 258 to help students in any foreign language course.

Walter E. Helmke Library offers students support for research through print, databases, online collections. Librarians are available for consultation appointments.

Helmke Library | 260-481-6505 | www.library.pfw.edu

Support Services

Career Services can help students choose a major, explore careers, and gain work experience through internships and co-ops; plus, there are career assessments to assist students selecting career paths and majors.

Kettler Hall | 260-481-0689 | www.pfw.edu/career

Office of the Dean of Students offers support services through the CARE (Communicate, Assess, Refer, Educate) model to improve the quality of student experience. Services include, but are not limited to, conflict resolution, intervention, education, and facilitation.

Walb Union 111 | 260-481-6601 | www.pfw.edu/dean

Office of Diversity and Multicultural Affairs (ODMA) develops and enhances the personal and academic successes of students by preparing them to excel in a diverse world.

Walb Union 118 | 260-481-6608 | www.pfw.edu/odma

Services for Students with Disabilities (SSD) determines and helps provide accommodations and services to students with disabilities. This support also includes temporary disabilities.

Walb Union 113 | 260-481-6657 | www.pfw.edu/ssd

Student Assistance Program (SAP) Offers free and confidential short-term group, individual, and couples counseling to all currently enrolled PFW students.

Walb Union 111 | 1-800-721-8809 | www.pfw.edu/counseling

Center for Healthy Living works with local physicians to meet your healthcare needs and to complement the services of a student's primary healthcare provider.

Walb Union 234 | 260-481-5748 | www.pfw.edu/clinic

Additional Support

Your instructor/advisor! Please contact your instructor via phone or email via official university email per the email address listed at the top of the syllabus. You may also make arrangements for a phone

or face-to-face appointment at any time during the term. Do not wait until the end of the course to address concerns regarding the material, grades, or difficulties with classmates!

Tentative Schedule	This schedule is tentative and due dates are subject to change. Weekly overviews will include further information and details. When and if the weekly overview expands on or contradicts the syllabus, students are to follow the weekly overview.
WEEK 1 August 20th-26th Late Registration and Drop/Add: August 20 th -24 th Last Day for a Full Refund of 16 week courses: Sunday, August 26 th	<i>Topic/s:</i> <i>Begin Unit 1: What is theory and why study it?</i> Course Introduction/ What is Theory? What is Communication Theory? <i>Reading:</i> Littlejohn Chapter 1 Nealon and Giroux (PDF) <i>Assignments:</i> Intro and Syllabus Quiz Introduction Discussion Board Week 1 Discussion Board <i>Assessments:</i> Week 1 Response Piece
WEEK 2 August 27th-September 2nd Labor Day Holiday: Friday August 31 st @ 4:30 p.m. through Monday September 3 rd	<i>Topic/s:</i> Of Theories and Paradigms Writing Literature Reviews <i>Reading:</i> Littlejohn Chapter 2 Littlejohn Chapter 4 p. 101-119 Cisco (PDF) <i>Assignments:</i> Topic Proposal Week 2 Discussion Board/s <i>Assessments:</i> Week 2 Response Piece
WEEK 3 September 3rd-9th NO CLASSES Monday, September 3 rd	<i>Topic/s:</i> <i>Begin Unit 2: Interpersonal and Organizational Theories</i> Theories of the Communicator Theories of Relationships <i>Reading:</i> Littlejohn Chapter 3: p. 51-83 Littlejohn Chapter 7: p. 223-237; 245-258 <i>Assignments:</i> Week 3 Discussion Board/s <i>Assessments:</i> Week 3 Response Piece

WEEK 4 September 10th-16th	<p><i>Topic/s:</i> Communication Privacy Management</p> <p><i>Reading:</i> Petronio (PDF)</p> <p><i>Assignments:</i> Week 4 Discussion Board/s Annotated Bibliography Check-in</p> <p><i>Assessments:</i> Week 4 Response Piece</p>
WEEK 5 September 17th-23rd	<p><i>Topic/s:</i> Relational Dialectics</p> <p><i>Reading:</i> Baxter (PDF)</p> <p><i>Assignments:</i> Week 5 Discussion Board/s</p> <p><i>Assessments:</i> Week 5 Response Piece</p>
WEEK 6 Sept 24th-30th	<p><i>Topic/s:</i> Theories of Organization</p> <p><i>Reading:</i> Littlejohn Chapter 9 p. 303-333 Jameson (PDF)</p> <p><i>Assignments:</i> Annotated Bibliography Week 6 Discussion Board/s</p> <p><i>Assessments:</i> Week 6 Response Piece</p>
WEEK 7 October 1st-7th	<p><i>Topic/s:</i> <i>Begin Unit 3: Journalism</i> Theories of the Medium Theories of Humans and Technology</p> <p><i>Reading:</i> Littlejohn Chapter 5 p. 145-167 Littlejohn Chapter 6 p. 200-210</p> <p><i>Assignments:</i> Week 7 Discussion Board/s</p> <p><i>Assessments:</i> Week 7 Response Piece</p>

WEEK 8 October 8th-14th	<p><i>Topic/s:</i> Agenda Setting Theory Framing Theory</p> <p><i>Reading:</i> Kenski & Wang (PDF) Walter (PDF)</p> <p><i>Assignments:</i> Week 8 Discussion Board/s</p> <p><i>Assessments:</i> Week 8 Response Piece</p>
Week 9 October 15th-21st Fall Break: October 15 th -16 th Last Day to Withdraw from 16 week classes: Friday, October 26 th	<p><i>Topic/s:</i> Uses and Gratifications</p> <p><i>Reading:</i> Littlejohn Chapter 5 p. 167-176 Ruggiero (PDF) Phua (PDF)</p> <p><i>Assignments:</i> Literature Review Outline</p> <p><i>Assessments:</i> Week 9 Response Piece</p>
Week 10 October 22nd-28th Last Day to Withdraw from 16 week classes: Friday, October 26 th	<p><i>Topic/s:</i> <i>Begin Unit 4: Media and Culture</i> Introduction to Cultural Studies Hegemony and Agency</p> <p><i>Reading:</i> Littlejohn Chapter 12 Littlejohn Chapter 3 p. 85-91</p> <p><i>Assignments:</i> Week 10 Discussion Board/s</p> <p><i>Assessments:</i> Week 10 Response Piece</p>

Week 11 October 29th- November 4th	<p><i>Topic/s:</i> Introduction to Cultural Studies (continued)</p> <p><i>Reading:</i> Littlejohn Chapter 12 Storey (PDF)</p> <p><i>Assignments:</i> Week 11 Discussion Board/s Concept Synthesis Check-in</p> <p><i>Assessments:</i> Week 11 Response Piece</p>
Week 12 November 5th- 11th	<p><i>Topic/s:</i> Theories of Culture</p> <p><i>Reading:</i> Littlejohn Chapter 11 p. 388-403</p> <p><i>Assignments:</i> Week 12 Discussion Board/s</p> <p><i>Assessments:</i> Week 12 Response Piece</p>
Week 13 November 12th-18th	<p><i>Topic/s:</i> Theories of Culture (continued) Muted Group Theory</p> <p><i>Reading:</i> Littlejohn Chapter 11 p. 404-424 Orbe (PDF)</p> <p><i>Assignments:</i> Concept Synthesis Week 13 Discussion Board/s</p> <p><i>Assessments:</i> Week 13 Response Piece</p>
November 19th-25th Thanksgiving Break November 21 st - 25 th	<p style="text-align: center;">NOTHING DUE THIS WEEK</p>

Week 14 November 26th-December 2nd	<p><i>Topic/s:</i> <i>Begin Unit 5: Rhetoric and Public Advocacy</i> Introduction to Rhetorical Theory Guild Redemption Cycle</p> <p><i>Reading:</i> Kuypers (PDF) Ott and Aoki (PDF)</p> <p><i>Assignments:</i> Week 14 Discussion Board/s</p> <p><i>Assessments:</i> Week 14 Response Piece</p>
Week 15 December 3rd- 9th	<p><i>Topic/s:</i> Ideographs Narrative Paradigm</p> <p><i>Reading:</i> Hayden (PDF) Fisher (PDF)</p> <p><i>Assignments:</i> Week 15 Discussion Board/s</p> <p><i>Assessments:</i> Week 15 Response Piece</p>
Week 16 December 10th-16th	FINAL PAPER: Due by 5:00 p.m. Friday, December 14th