



"Theory looms large in the practice of human communication scholarship . . . No academic discipline could be built from a purely empirical foundation. Having theory—understanding the value it provides, what we gain by building and extending theory, and the contributions that a scholar can make to theory—is more complicated and nuanced, however."
Levine & Markowitz, 2024, p. 154))

A theory . . .

- "is any organized set of concepts, explanations, and principles that depicts some aspect of human experience" (Littlejohn, Foss, & Oetzel, 2021, p. 6).
- "is simply a generalization about a phenomenon, an explanation of how or why something occurs" Frey, Botan, & Kreps, 2000).
- "is a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena by specifying relations among the variables, with the purpose of explaining and (or) predicting the phenomena" (Kerlinger, 1986, p. 9).

General Course Information

CI 651-002 Class meets: Monday 2:00 p.m. - 4:45 p.m. EST 209 Patterson Hall

Instructor Contact Information

Derek R. Lane, Ph.D.

Email: Derek.Lane@uky.edu* Office Location: 235 Blazer Dining 343 S. Martin Luther King Blvd.

Office: 859.218.0468 Communication Department Office: 859.257.3622

Zoom Office Hours: Monday and Wednesday 1:00-2:00 p.m. (And by appointment)
<https://uky.zoom.us/my/drlane>

*Please use **email** as our primary means of contact—**expecting a 24-hour maximum timeframe for a response** (though I typically respond much sooner). I observe **email-free nights and weekends**—so please plan accordingly.

Course Description

This required graduate course provides an examination and critical analysis of the major theories of communication processes, including systems theory, structural theories and semiotics, behaviorism, symbolic interactionism, theories of the social construction of reality, and other theoretical approaches to the study of communication.

As such, this course involves the excavation, critical analysis, and where necessary, deconstruction of the philosophical building blocks and **metatheoretical assumptions** that form the foundations of various approaches to the construction of theories, methods, and arguments used to support claims to truth in the study of communication. The course will be framed with discussions of the differences and/or similarities among these approaches in terms of their approach to epistemology, ontology, praxeology, and axiology.

First, we will answer questions such as, "What is a theory?" and "How are theories that explain or predict elements of the phenomenal world, created?" Once we have the tools to examine and evaluate these theories, we will investigate the history and development of theoretical work in applied communication contexts.

Ultimately, this course is a survey of theories in the field of communication. It is designed to introduce graduate students (primarily **post-baccalaureate** and **M.A. students** as doctoral students should be enrolled in section 001) to the role that theory plays in different types of communication research and examine the different reasons for applying theory to the study of communication in multiple contexts.

Course Prerequisites

Graduate standing or consent of instructor.

Student Learning Outcomes

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

1. Expand upon a knowledge-base of the historical development, conceptual framework, and current status of **several key communication theories** in multiple **contexts** from major **philosophical perspectives**.
2. Understand and identify the importance of communication theoretical frameworks and paradigms from various perspectives including the specific influences of various epistemic traditions and schools of thought on the development of theories used in communication research.
3. Differentiate underlying assumptions and relationships between theory and research design methods, including **standards for evaluation** and **analysis of current communication theories**.
4. Apply, evaluate, and critique relevant communication scholarship **to integrate new theoretical insights** into your own developing research endeavors that constitute individual fields of specialization examining communication.

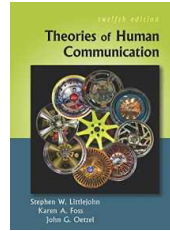
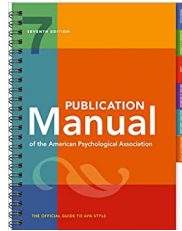
Course Delivery

CI 651-002 is designed as a **face-to-face course** with lectures, activities, and assignments supplemented through Canvas. The benefits students receive in this class are directly proportional to their efforts in keeping up with the **assigned reading** and **actively participating** in class to build trust, cooperation, support, and mutual respect.

This is a graduate class. As such, I expect you to read ALL the assigned readings **prior to each class** so that our conversation can be as productive as possible. The first few weeks of class we will cover an overview of the communication discipline, and a discussion of foundational concerns related to definitions, metatheoretical assumptions, theory evaluation, paradigms, and traditions of communication theory. After that, we will engage in a survey of prominent theories in the field covering approximately 4 different theories a week. We will begin with a brief overview/summary of the theory, how the theory has been employed and extended, and conclude with an evaluation of the theory. After we have discussed all the theories for the day, we will compare how they are similar and different. Starting week five, students will begin presenting their preferred communication context overview assignments (e.g., relational, persuasion, health, intercultural, group, corporate, instructional, media, risk and crisis, etc.). See description of assignments below. Over the course of the semester, we will be discussing several **theoretical perspectives** scholars possess about communication theory and research methods. We will compare theories and perspectives, but this course is **not** about which perspective is "best." Instead, my goal is to introduce you to the perspectives and encourage a lively and civil discussion about their strengths and shortcomings.

Required Course Materials

Students are expected to purchase (or rent) the two required textbooks (listed below) before classes begin. Electronic versions of both books are **available for immediate rental** through Amazon or VitalSource. The theory textbook can be rented for \$29.98 (through 12/09/24) and the APA manual can be purchased for less than \$20.00 (you will need the APA manual for all of your graduate courses at the University of Kentucky, so it is best to purchase it now). **Do NOT wait to buy your textbooks.**



American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Littlejohn, S.W., Foss, K.A., & Oetzel, J.G. (2021). *Theories of human communication* (12th Ed.). Waveland.

Supplemental (but required) journal articles, book chapters, and handouts will also be required throughout the course and are available in our **CI 651-002 Canvas shell**.

Technology Requirements

1. Access to a **computer** (at home or on campus) is required as you will be using your UK LinkBlue computer account for email communication with instructor and classmates, Canvas access and participation, library research, and required downloads of PDFs, handouts, and supplemental reading.
2. **Microsoft Word**. Must have for Canvas compatibility. Download it for **free** from <https://download.uky.edu> using your LinkBlue login credentials. You can get help by calling 218-4357 or go in person to ITS in the Hub of William T. Young library for hands-on help.
3. **Endnote X21** (for Windows or Mac). Download it for **free** from <https://download.uky.edu> using your LinkBlue login credentials.
4. **Microsoft Edge Browser (Version 128.0.2739.42) with Integrated Copilot AI (Chat GPT-4)**. Download it for **free** from <https://microsoft.com/en-us/edge> for GenAI tool access (see below).
5. **Palo Alto GlobalProtect (Version 5.2.11) VPN client**. Download it for **free** from <https://download.uky.edu> using your LinkBlue login credentials. Do NOT upgrade to a different version. This software is used for secure remote access to University of Kentucky libraries (connect to: **ra.uky.edu**)
6. **Active official UK email account** (we use your official account for all things academic). All students are expected to check their official UK email regularly.

AI Requirements

I expect you to use GenAI tools (e.g., ChatGPT, DALL-E, etc.) in this class. In fact, some assignments will require it. Learning to use AI is an emerging skill and I am happy to meet and help you with these tools during zoom office hours or after class.

Be aware of the limits of ChatGPT (Copilot), such as the following:

- If you provide minimum-effort prompts, you will get low-quality results. You will need to **refine your prompts** to get good outcomes. This will take work.
- **Don't trust anything it says.** If it gives you a number or fact, assume it is wrong (**hallucinations**) unless you either know the answer or can check with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. **Failure to do so is in violation of academic honesty policies.**
- Be thoughtful about when any GenAI tool is useful. Don't use it if it isn't appropriate for the case or circumstance (or for other classes) **without permission of the instructor(s).**"

GenAI tools such as ChatGPT, Copilot, and Gemini will be used in this course for the purposes of **pre-submission activities** such as brainstorming, testing out ideas, editing text, outlining, or structuring an argument. However, **students are responsible for submitting work that meets the assignment standards for quality and factual accuracy.** Before submitting any assignment that was aided in any way by GenAI tools, students are responsible for **fact-checking all statements and ensuring that any content drawn from other sources**—including the use of GenAI—is appropriately acknowledged through APA 7 guidelines. By keeping track of your AI use and sharing your experiences, we all gain understanding, identify potential issues in this rapidly changing field, and discover better ways to use the resources for our objectives. If you have any questions or concerns about this policy, please contact me **before submitting any assignments.**

Description of Assignments

Your grade in this class will be based on six (6) different sets of assignments:

- (1) Discussion Questions = 10% (100 Points)
- (2) Theory Summaries = 10% (100 points)
- (3) Midterm Examination = 20% (200 points)
- (4) Communication Context Overview = 20% (200 points)
- (5) Two-Page Initial Proposal and Preliminary Annotated Bibliography = 10% (100 points)
- (6) Final Seminar Project = 30% (Written Documents=250 points; Oral Presentation=50 points)

There are no optional assignments. Course completion is accomplished when all necessary assignments have been finished. **Failure to complete all assignments will result in an E grade for the course.**

1. Discussion Questions*** (100 points total; 5 points per question; 2 questions per week): To facilitate participation and discussion in class each week, you will be required to submit two (2) discussion questions on Canvas weekly—except on the weeks when you are presenting your communication context overview, beginning week 5. Since class meets on Monday, you will be required to submit your questions by 8PM on Sunday evening—beginning 9-22-2024 . I will review your discussion questions and review them before we meet in class on Monday. Even though this is a graded weekly exercise, it is vital for class discussion and engagement with the readings. These questions may deal with any aspect of

the reading that you find relevant. For example, they may pertain to theoretical assumptions, ways of knowing, methods employed, motivation for theories, research methods, weaknesses or limitations of certain theories, or any general issues that you mind find confusing and want to discuss further. **You may not write multiple questions in one week for one reading. Occasionally, you might find that you are very interested in one reading and want to ask multiple questions about that one reading. This is fine, but I want your two submitted questions to pertain to two different readings every week beginning week 5.** To assist in writing insightful and useful questions, I encourage you to take notes on the readings for each week (while you are reading). Questions that reflect a thorough reading of the materials and/or insight into our weekly discussion focus will typically receive full or near full credit. Points will be deducted for questions that reflect a need for greater reflection, that require only minimal responses (e.g., Yes/No answers), or that are poorly worded/thought out. In addition to submitting your discussion questions on Canvas, you need to be certain that you have access to your questions each week for class discussion (either on your laptop or bring a paper copy). If you are struggling to write meaningful questions on a weekly basis, please meet with me to discuss.

*****Please note that you only need to write discussion questions for 9 out of the 16 weeks that we have reading material. You will not write discussion questions for the day you are presenting your communication context overview assignment, but you will be awarded 10 discussion points on that day—provided you present your communication context overview.**

2. Theory Summaries (100 points total; 2 summaries X 50 points; 30 points for written document; 20 points for oral presentation): Every graduate student is required to conduct secondary research on **two communication theories** (randomly drawn on 9/09/24 and preferably related to the students' context interest) and prepare a *"Theory at a Glance"* **summary** document to present to the class. The summary should include: 1) theory name, primary theorist, and date 2) brief abstract of theory with all relevant tenets, 3) recommended resource, 4) applicable tradition with explanation (Craig, 1999), 5) metatheoretical assumptions, 6) graphical representation of the theory, 7) application, 8) possible implications for 21st century communication scholars, 9) brief critique, and 10) references.

3. Midterm Examination (200 points): A **take-home** midterm examination will be released on (or before) September 23rd. Students will be given two weeks to **independently** complete the exam that consists of a series of short answer and essay questions (based on class readings and discussions up to that point). The midterm exam is open-book, open-notes, and must be completed **independently—do not take the exam with other students**. (Does saying this twice make the point stronger?). The midterm exam will assess synthesis, application, and evaluation of foundational course content. Your completed midterm examination answers are due in Canvas by Monday October 7th at 2:00pm.

4. Communication Context Overview (200 points total; 100 points for written summary; 100 points for presentation) During the second week of class, each graduate student will be assigned to a **preferred context** (e.g., relational, persuasion, health, intercultural, group, corporate, instructional, media, risk and crisis, etc.) where the student will prepare and present a 4-5 page communication context overview /summary of a major content area (context) and the 10 key communication theories within their chosen context. The overviews will include 1) a summary description of the context, 2) a rationale for why the context is important, 3) how the context has been or is currently being studied, 4) the primary research methods, 5) the most important researchers within the context (complete with source of doctoral granting institution and current affiliation), 6) the 10 key (most important) theories related to the context (with relevant summaries and annotated bibliography), 7) the future of theory development within the context, 8) conference and publication outlets, 9) notable graduate programs, and 10) an annotated bibliography of the three or four most important articles/handbook chapters/ or other references that an interested communication scholar should read if they only had time to read three or four articles. **You must use Copilot (as part of the Microsoft Edge Browser) to develop your initial outline for the context—but verify ALL of the context by discussing the context with other students and faculty who publish in your assigned context.** Further, each student will present their final verified communication

context overview beginning on Week 5 (9/23/2024). All dates with associated contexts will be confirmed on Canvas on or before 2:00 p.m. on or before (09/16/2024).

5. Two-page Initial Proposal and Preliminary Annotated Bibliography (100 points): It is important for you to prepare and think about your final seminar project that will be due at the end of the semester (12/09/2024). Accordingly, I will ask you to submit a two-page summary of your initial project idea and an associated preliminary annotated bibliography on **October 21st (by 2:00 pm)**. This two-page, double spaced proposal should provide a brief description of both the research problem (context) and theory that would like to critically evaluate, along with any research questions of interest—if applicable. This two-page initial proposal should outline the problem/gap in understanding along with a brief description of the theoretical rationale for your proposed research, and potentially the research questions or hypotheses that you might want to explore. After the two-page proposal, please provide references (in APA style) for at least 10 scholarly (peer-reviewed) works (with a 1-2 sentence summary for each reference) that you have located and intend to use in your final project. You will be required to upload your completed assignment to Canvas by 2:00 p.m. on October 21, 2024.

6. Final Seminar Project (300 points total; Written Documents=250 points; Oral Presentation=50 points) points for paper; 50 for presentation): For the final seminar project in class students are expected to write an **individual original literature review** that is 8-12 pages (maximum) in length. Your literature review will examine a communication theory of interest as it applies to a communication problem, issue, or context. Essentially, what I am asking you to do is write the front end of an academic research paper, complete with a research question(s) or potential hypotheses of interest. Please note, you are not going to be writing a full research proposal or collecting data/carrying out an entire study. However, this literature review should be complete, detailed, and thorough enough that you could potentially write up a methods section (e.g. in CI 664 or CI 665) and potentially carry out/collect data at some point in time during your graduate career (e.g., for your thesis). Students are expected to thoroughly canvas and catalogue the literature surrounding a particular theory and context and then advance/support an argument that leads to testable research questions or hypotheses of interest. All seminar projects (papers or comparable deliverables) are due December 9, 2024, by 2:00PM.

Additional Information about Final Seminar Project (Individual Original Literature Review):

- Please note that final papers must be related to a **communication theory**. While I am aware that there are a diversity of interests amongst everyone in this class and a host of theories from disciplines outside of communication, the paper must be within the realm of content that we will be discussing throughout the semester. **If you are worried that your paper does not fit within this scope, please discuss it with me ASAP to avoid any conflicts with your paper.**
- Your final seminar paper should be written in proper APA style. Your papers must have three sections:
 1. **Intro/Background** (1-2 pages): You need to orientate the reader to the problem you are studying, its importance, and so on.
 2. **Literature Review** (6-8 pages): A thorough (yet concise) review of the theory and prior research related to the context you are interested in investigating further.
 3. **Hypotheses/Research Questions** (1-2 pages): You should have a minimum of one research question and one hypothesis at the conclusion of your literature review. These questions should be logically deduced or supported by the literature review.

- **Presentation Details:**

- The presentations should be roughly 10-minutes in length (similar to a conference presentation). In your presentation, your primary goal is to explain your seminar paper and the potential research questions/hypotheses that you are thinking about exploring. In doing so, you should explain your theory, highlight the different literature that you reviewed, and explained what motivated your proposed hypotheses and questions of interest and also what next steps might be (e.g., how you think you could test this idea – even though you don't have a methods section). The purpose of this in-class presentation is to give you practice in presenting your research in a format that is typical of conferences and other types of settings in our field (proposal defense; research talk). Whenever you present your research, it is your job to explain it in a way that is organized, clear, and easy to understand (for multiple audiences). I strongly recommend using PowerPoint or some other type of presentation software when you present.

- **Evaluation of Final Project:**

- The final project will be evaluated based on both the quality of the paper and the presentation. Therefore, the following criteria will be used to evaluate your papers:
 1. Is the **problem** or **context** of the research clear?
 2. Does the paper adequately and accurately review **relevant, related research**? Is the literature review complete?
 3. Does the paper provide a **solid theoretical foundation** for the research questions and hypotheses that are being advanced?
 4. Is **solid evidence for the importance of the proposed research given**?
 5. **Is writing style organized and clear**? Papers that are filled with typos and grammar problems may be reduced an entire letter grade. Also, all papers must follow current APA standards.

Please note: I will **not** read drafts of papers in this course. You are welcome to visit with me during zoom office hours to discuss any ideas or concerns that you have. I will meet with you as much as needed. However, please allow adequate time for your questions to be addressed. Meeting with me at the end of the semester to try and solve any problems that you are having is not a productive strategy.

Grading Criteria (Point Distribution)*

***There are no optional assignments.** Course completion is accomplished when all necessary assignments have been finished. **Failure to complete all assignments will result in an E grade for the course.**

Grades will be administered using the standard 90% = A, 80% = B, 70% = C.

Specifically, 1000 - 900 = A, 899 - 800 = B, and 799 - 700 = C, less than 700 = E.

I do not "round up" grades. Grades are based on actual points earned and are not based on percentages.

Your grade in this course is a function of the following:

	Max Points	%
Discussion Questions (ongoing beginning week 5 - 9/23)	100	10
Theory Summaries (2 X 50) (Random drawing 09/09)	100	10
Midterm Examination (Due 10/07/2024)	200	20
Communication Context Overview (09/23-12/02)	200	20
Final Theory Evaluation Assignment		
• Two-Page Proposal and Preliminary Bibliography (10/21/24)	100	
• Final Seminar Theory Evaluation & Critique Paper (12/09/24)	250	
• Presentation (12/09/24)	50	
	<u>400</u>	
TOTAL	1000	<u>40</u> 100%

Student Responsibilities and General Expectations

- 1. Be on time for all class meetings.** This is a face-to-face graduate course at the University of Kentucky. A great deal of what we learn will come from work in class. Plan to attend class on time, take notes, pay attention, and actively engage!
- 2. Be prepared for class by reading all assigned material BEFORE the class in which we are discussing that material.**
- 3. Pay attention to instructions when turning in assignments.** Failure to understand instructions is never a valid excuse for missing an assignment.
- 4. Communicate early and often with me when emergencies or unexpected circumstances arise** (e.g., email with an explanation and strategy for getting caught up in the class BEFORE you miss class so I can plan accordingly).
- 5. Limit the use of personal communication devices for non-academic purposes during class.** I understand that your phone, tablet, and computer are very important to you—and can help you during class if you use them for academic purposes. If you limit the use of such devices during our conversations, I promise that it will result in a more rich and focused class discussion.
- 6. Actively engage in class activities and discussions.** Your learning will suffer if you are unable or unwilling to share your knowledge, experience, and understanding with others (or if you are distracted with electronic devices—see number 5 above).

CI 651-002 Communication Theory Policies

Policy Affirming Diversity and Inclusion: The College of Communication and Information is committed to fostering a diverse, welcoming, empowering, and inclusive community. We believe that diversity and inclusion are drivers of excellence, collaboration, creativity, and success. We strongly support intellectual freedom and the right to hold diverse perspectives, while at the same time condemning all forms of hatred and oppression.

Classroom Behavior and Decorum: The University of Kentucky is committed to the respect and dignity of all and values differences among members of our academic community. Thus, it is important to build a classroom climate that is comfortable for all. Diversity of opinions and free expression are encouraged while at the same time courtesy and respect for difference are essential aspects of the classroom climate. It is essential that everyone displays respect for all members of the classroom, including the instructor and fellow classmates; avoids unnecessary disruptions during class time (e.g., tardiness, distracting interpersonal conversations, cell phone use, web surfing, checking social media); and avoids racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list. **Failure to abide by these policies will result at minimum in a deduction from your participation grade for each infraction and you may be asked to leave the classroom and return on another day.**

Analytical and Writing Skills: I expect that you have some background in empirical research methods that will allow you to analyze the research literature you will be reading on a weekly basis. If you need assistance, please see me for suggestions. I also expect that you can produce strong, doctoral level writing. I also expect that you can produce strong, academic writing at the graduate level. All written assignments should be the work of the individual student, error-free, grammatically correct, and adhere to APA (7th ed.) format.

Religious Holidays: Students anticipating an absence for a major religious holiday are responsible for notifying me in writing of any anticipated absences due to their observance of religious holidays no later than the last day of add/drop. Information regarding dates of major religious holidays may be obtained through the religious liaison, Dr. David Beach (859-257-2754). **You must notify me in writing at least one week before the anticipated absence.**

Accommodations Due to Disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. To receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Web address: <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

Federal Regulation Regarding Disbursement of Federal Financial Aid Funds (Title IV): Federal regulation mandates that federal financial aid funds (Title IV) may only be disbursed to students who are actually enrolled and engaged in coursework. This regulation mandates that institutions provide evidence of engagement early in each semester. Failure to provide evidence includes sizeable fees and fines. To comply with this mandate, all instructors of undergraduate and graduate courses (including lab sections, online courses, internships, independent studies, and research credits) in the College of Communication and Information will be required to confirm student attendance or engagement in classes during the two-week period following the last day to add a class.

Privacy: The Family Educational Rights and Privacy Act (FERPA) ensures that your student records (for any students over 18 years of age) are kept confidential. I will not release your grades to anyone other than you or school officials who are given permission to view your progress. Anyone other than you (or an approved school official) may not request any information (beyond simple directory information) about you, your progress, or your status as a student in my class. This includes parents, partners, and other students (see: <http://www.uky.edu/registrar/obligationprivacy>)

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to university policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed. See additional information for specific procedures for addressing academic offenses.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Plagiarism: Faculty Senate Rules 6.3.1 (see <https://www.uky.edu/universitysenate/rules-regulations> for the most current set of Faculty Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution.

Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

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

Cheating: Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. The Department of Communication also considers presenting false documentation of an excused absence (e.g., a falsified note from a doctor) as cheating.

Procedures for Addressing Academic Offenses:

The College of Communication and Information will follow the procedures outlined by Faculty Senate Rules 6.3.0 and 6.4.0 to address academic offenses, summarized by the Ombud at http://www.uky.edu/Ombud/ForStudents_AcademicIntegrity.php

First, the instructor and student should set up a meeting so both parties may explain and discuss concerns of cheating/plagiarism. Second, after the meeting, if the instructor deems that NO academic offense has occurred, no further action will be taken. However, if, after the meeting, the instructor deems an academic offense HAS occurred, the instructor (with the help of the CI Acting Associate Dean for Graduate Studies) will inquire about a student's prior record of academic offenses from the Registrar's Office. Third, depending on the student's prior record, the instructor (with the help of the CI Acting Associate Dean for Graduate Studies) will determine the penalty. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense relates to a student's attendance (e.g., in the case of falsified documentation of an excused absence), the minimum penalty is an unexcused absence and a zero on any missed assignments made up using the falsified excused absence. The student may also be reported for a violation of the Student Code of Conduct through the Office of Student Conduct. If the offense is considered severe or the student has other academic offenses on record, more serious penalties may be imposed, starting with an E in the course and ranging up to suspension/expulsion. Fourth, EVERY academic offense resulting in some penalty will be reported to the Ombud to be kept on the student's record with the Registrar's Office. The offense will be reported via a letter from the Director of Undergraduate Studies sent to the student's university email account (cc: instructor and Academic Ombud).

The student has the right to appeal the college's determination by contacting the Academic Ombud within ten days. More information about this appeals process can be found at http://www.uky.edu/Ombud/ForStudents_AcademicIntegrity.php

If the college determines a student has committed an academic offense (and that offense is upheld by the university in the case of an appeal), the student may NOT withdraw from the course. If the student does withdraw, the Registrar will reinstate the student.

Attendance: I know I don't have to say this for a graduate course, but in the spirit of being thorough, I will: You need to **attend class and be on time for each session**. If you have a problem that prevents you from doing so, you should contact me **before class begins**.

If you miss two or more classes, I will encourage you to withdraw from the course. If you miss a class for an excused absence, that class will not factor into your participation grade.

Because this is a graduate course, we will get the most out of it if everyone shows up regularly and does all of the readings on time. Failing to attend class is not an option and will ultimately hurt your grade – if you don't show up to class, you can't participate in class. If you have an emergency and cannot make it to class, please try to let me know in advance. In such cases, I may request that you provide me with appropriate verification as specified by Faculty Senate Rule 5.2.4.2

(<https://www.uky.edu/Faculty/Senate/files/Excused%20Absences%209-2-09.pdf>)

Responsibility for Missed Information and Work: If you miss a class, you are responsible for obtaining information presented during that class session (this includes videos or notes). This is not the Instructor's responsibility. For excused absences the Instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred [US:11/10/85 and RC: 11/20/87]. The instructor is under no obligation to provide the student an opportunity to make up the work and/or exams for unexcused absences.

Late Work: Due dates for all assignments are provided on the semester course calendar at the end of this syllabus. I will expect all assignments, to be typed and submitted through our class Canvas shell on or before the due date and time.. Graduate students should not be submitting late assignments. However, in extreme circumstances (deemed by me to be extreme) I will accept an assignment late. In that case, **your assignment will receive a 10% deduction for every day that it is submitted late**. NOTE: Completion of all assignments is necessary for successful completion of the course. No one may receive a passing grade without completing all the assignments.

Incompletes: Incomplete grades ("Is") are given in CI 651 only in extreme situations, where a documented late-in-the-semester medical or family emergency is presented to the instructor before incomplete assignments are due.

Self-Plagiarism: It expected that all assignments for this class be original. To re-work or "extend" a paper from another course is academic plagiarism. However, students are welcome to build upon previous work in an area of inquiry. If you have any question about this policy, I would be delighted to discuss your projects with you early in the term.

Grade Appeals: Grade appeals are due to me within 24 hours of receiving the grade and they must be received in writing. After I read your response, we will set up a meeting to discuss your grade. This includes appeals on participation grades.

Grading of Assignments: I will do my best to grade all assignments promptly. This means that for response papers and discussion leading I will grade them **within one week**. For the midterm and final paper, I will grade assignments within **two weeks**.

Technology Policy: I recognize that we live in a digital world and staying connected is important. However, during seminar, I expect you to turn your cell phone on silent and any other things that you own that vibrate, beep, ring, or are distracting to you and others while in this class should be silenced too.

I see the value of having your laptop in the classroom and I realize that many of you will use your laptop to take notes and consult readings for the week. Your laptop should not be viewed as an opportunity to browse the web, update your social media pages, etc. There will be certain times in class when I ask everyone to put away your laptops (e.g., guest lectures, classmate presentations, etc.). If computer use becomes a distraction to learning/teaching, I will not hesitate to ban them. **I reserve the right to invite you to leave the class for the day if you are text messaging or using your cell phone and/or laptop inappropriately.**

Food/Drink in the Classroom:

Small snacks and drinks are permitted in class, if they do not distract (e.g., large food items, crinkly wrappers, strong odors, etc.) others from learning. There may be days that I bring snacks to class. Please let me know if you have any food allergies.

Bias Incident Support Services

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the BISS website or contact them via email.

Counseling Center

The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> for more detailed information or call 859.257.8701.

Military Members and Veterans

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at 859.257.1148 for additional assistance

Best Practices for Maximizing Our Class Time Together

1. *Be on time for all class meetings.* This is a face-to-face graduate course, and a great deal of what we learn will come from work in class together. Plan to attend class on time, take notes, pay attention, and actively engage in our conversations.
2. *Be prepared for class by reading all assigned material prior to the class in which we are discussing that material.*
3. *Pay attention to instructions when turning in assignments.* Failure to understand instructions is never a valid excuse for missing an assignment.
4. *Communicate early and often with me when emergencies or unexpected circumstances arise* (e.g., email with an explanation and strategy for getting caught up in the class before you miss class so we can plan accordingly).
5. *Limit the use of personal communication devices for non-academic purposes during class.* I understand that your phone, tablet, and computer are very important to you—and can help you during class if you use them for academic purposes. If you limit the use of such devices during our conversations, I promise that it will result in a more rich, focused, and dynamic discussion.
6. *Actively engage in class activities and discussions.* Our learning will suffer if we are unable or unwilling to share our knowledge, experience, and understandings with each other (or if you are distracted with electronic devices—see number 5 above).

How to Study and Earn an “A” in the Course

The following guidelines are offered as the best way to master the material in this course and earn an “A:”

- **Come to class, listen actively, and engage the discussion!** This means taking good notes and participating in the discussions and in-class exercises. If you find yourself in quarantine, please participate in synchronous zoom meetings.
- **Participate in-class and make use of the course canvas page and virtual zoom office hours.**
- **Take notes as though you will be explaining the content to a friend who missed it.**
- **Communicate with your instructor** – about possible absences, late assignments, or anything else that will affect your performance in class.
- **Ask questions if you don’t understand something.** Just because others aren’t asking questions doesn’t mean they understand everything being said. If something isn’t clear to you it may not be clear to your classmates. Do them a favor and raise your hand--or ask it in an email.
- **Summarize, re-write, or otherwise review your notes between classes.** Don’t wait for the night before an exam to re-familiarize yourself with the material covered. Mental preparation is similar to physical exercise. A little bit every day will make you stronger gradually. A strenuous workout after a long layoff will only leave you sore.
- **Read the assigned readings twice.** Don’t wait for the last minute to read! There’s no reason you can’t read ahead.
- **Take some action to personalize the material.** Develop your own set of reading notes, summarize each reading, or write what you think would be a likely essay question.
- **Don’t simply highlight the readings with a marker** (This can be a trap - it isn’t true that “to highlight is to know.”).
- **Think about your written assignments before you write them.** Create a detailed outline before you begin to write any assignment. Plan on at least two—and preferably more—drafts of your work (ideally written at different sittings).
- **DON’T PROCRASTINATE!**
- **Get started early on your research term project** (e.g., literature review or creative “un-essay” term project. This is ultimately a student-driven project that provides you with the opportunity to apply your individual passions to our course material. I invite you to be creative.
- **Work with Dr. Lane outside of class as needed.**

Personal Note

I'm looking forward to having you in class and getting to know you as we work through our semester together. It is my hope that you will leave this graduate seminar with an exposure to the knowledge claims, theoretical explanations, and research methodologies that will allow you to become a stronger graduate student. To see that the course objectives are met, I'm committed to quality teaching. Class time will be well organized, fully interactive, relevant, and intellectually stimulating. I need you to commit to the course as well. Come to class having read and reflected on the week's readings. I also encourage you to write down questions that you would like to raise during class sessions as you work through the readings. **If there is anything I can do to make this course more relevant to you, your work, and/or your research interests, please let me know.** I encourage you to take advantage of my zoom office hours and email.

Syllabus References

Craig, R. (1996, January). Anderson succeeds Ellis as Communication Theory editor, invites papers. *ICA Newsletter* 24. <https://www.icahdq.org>.

Frey, L.R., Botan, C.H., & Kreps, G.L. (2000). *Investigating communication: An introduction to research methods* (2nd Ed.). Allyn & Bacon.

Kaplan, A. (1964). *The conduct of inquiry*. Harper & Row.

Kerlinger, F.N. (1986). *Foundations of behavioral research* (3rd Ed.). Holt, Rinehart, & Winston.

Levine, T. R., & Markowitz, D. M. (2024). The role of theory in researching and understanding human communication. *Human Communication Research*, 50, 154-161. <https://doi.org/10.1093/hcr/hdad0>

Littlejohn, S.W., Foss, K.A., & Oetzel, J.G. (2021). *Theories of human communication* (12th Ed.). Waveland.

CI 651 TENTATIVE DAILY SCHEDULE

Following is a **tentative, preliminary list of topics** I plan to cover. **However, the actual schedule may vary, depending on the needs of the class.** You will be responsible for knowing from week to week what we are covering in the class.

Week 1 (8/26/24): Introduction and Course Overview (Foundations and Focus)

Levine, T. R., & Markowitz, D. M. (2024). The role of theory in researching and understanding human communication. *Human Communication Research*, 50, 154-161. <https://doi.org/10.1093/hcr/hdad0>

Roloff, M. E. (2015). Theorizing interpersonal communication: Progress and problematic practices. *Communication Theory*, 25(4), 420-425. <https://doi.org/10.1111/comt.12081>

Week 2 (9/2/24): Class does not meet ~ Labor Day

Week 3 (9/9/24): Communication Theory—Definitions, Concepts, and Foundations

Littlejohn, Foss, & Oetzel – Chapter 1

Berger, C. R., Roloff, M. E., Roskos-Ewoldson, D. R. (2010). What is communication science? In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.). *The handbook of communication science* (pp. 1-20). Thousand Oaks, CA: Sage.

Farrell, T. B. (1987). Beyond science: Humanities contributions to communication theory. In C. R. Berger & S. H. Chaffee, Eds.), *The handbook of communication science* (pp. 123-139). Newbury Park, CA: Sage.

Berger, C. R. (1991). Communication theories and other curios. *Communication Monographs*, 58(1), 101-113. doi: 10.1080/03637759109376216

Craig, R. T. (1993). Why are there so many communication theories? *Journal of Communication*, 43(3), 26-33.

Week 4 (9/16/24): Metatheoretical Assumptions and Evaluative Criteria

Littlejohn, Foss, & Oetzel – Chapter 2

Anderson, J. A., & Baym, G. (2004). Philosophies and philosophic issues in communication, 1995-2004. *Journal of Communication*, 54(4), 589-615.

Craig, R. T. (2009). Metatheory. In S. W. Littlejohn & K. A. Foss (Eds.), *Encyclopedia of Communication Theory*, Vol. 1 (pp. 657-661). Thousand Oaks, CA: Sage.

Littlejohn, S. W. (2009). Evaluating communication theory. In S. W. Littlejohn & K. A. Foss (Eds.), *Encyclopedia of communication theory*, vol. 1 (pp. 363-365). Thousand Oaks, CA: Sage.

Craig, R. T. (1999). Communication theory as a field. *Communication Theory*, 9(2), 119-161.

Bryant, J. & Pribanic-Smith, E. (2010). A historical overview of research in communication science. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.). *The handbook of communication science*. Thousand Oaks, CA: Sage.

Week 5 (9/23/24): Relational Dynamics Part I

Theories Covered: *Uncertainty reduction, Relational uncertainty, Expectancy violations (Expectancy-Value), Communication privacy management* (**Interpersonal Communication Context Overview #1**)

Littlejohn, Foss, & Oetzel – Read relevant sections (primarily Chapters 3 and 7)

Berger, C. R., & Calabrese, R. J. (1975). Some explorations in initial interaction and beyond: Toward a developmental theory of interpersonal communication. *Human Communication Research*, 1, 99-112.

Burgoon, J. K. (1993). Interpersonal expectations, expectancy violations, and emotional communication. *Journal of Language and Social Psychology*, 12(1-2), 30-48.

Petronio, S. (2013). Brief status report on communication privacy management theory. *Journal of Family Communication*, 13(1), 6-14.

Petronio, S. (1991). Communication boundary management: A theoretical model of managing disclosure of private information between marital couples. *Communication Theory*, 1(4), 311-335.

Solomon, D. H., & Knobloch, L. (2004). A model of relational turbulence: The role of intimacy, relational uncertainty, and interference from partners in appraisals of irritations. *Journal of Social and Personal Relationships*, 21(6), 795-816.

****Midterm Examination will be released on 9/23 and DUE by 10/9 at 2:00 pm on Canvas.**

Week 6 (9/30/24): Relational Dynamics Part II

Theories Covered: *Social penetration theory, Social exchange theory, Affection exchange theory, Attachment theory, Relational dialectics* (**Interpersonal Communication Context Overview #2**)

Littlejohn, Foss, & Oetzel – Read relevant sections (primarily Chapters 3 and 7)

- Stafford, L. (2008). Social exchange theories. In L. A. Baxter & D. O. Braithwaite (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (pp. 377-390). Thousand Oaks, CA: Sage.
- Taylor, D. A., & Altman, I. (1987). Communication in interpersonal relationships: Social penetration processes. In M. E. Roloff & G. R. Miller (Eds.), *Interpersonal processes: New directions in communication research* (pp. 257-277). Thousand Oaks, CA: Sage.
- Floyd, K., Judd, J., & Hess, C. (2008). Affection exchange theory. In L. A. Baxter & D. O. Braithwaite (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (pp. 285-294). Thousand Oaks, CA: Sage.
- Guerrero, L. K. (2008). Attachment theory. In L. A. Baxter & D. O. Braithwaite (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (pp. 295-308). Thousand Oaks, CA: Sage.
- Baxter, L. A. (1990). Dialectical contradictions in relationship development. *Journal of Social and Personal Relationships*, 7, 69-88.

Week 7 (10/7/24): Persuasive Dynamics

Theories Covered: *Attribution, Cognitive dissonance, Elaboration likelihood model, Heuristics*

Persuasive (Social Influence) Communication Context Overview #3

Littlejohn, Foss, & Oetzel – Read relevant sections (primarily Chapters 3 and 7)

- Seibold, D. H., & Spitzberg, B. H. (1982). Attribution theory and research: Formalization, review, and implications for communication. In B. Dervin & M. J. Voight (Eds.), *Progress in communication sciences, vol. 3* (pp. 85-125). Norwood, NJ: Ablex.
- Festinger, L. (1954). *A theory of cognitive dissonance* (pp. 1-31). Stanford, CA: Stanford University Press.
- Cooper, J. (2019). Cognitive dissonance: Where we've been and where we're going. *International Review of Social Psychology*, 32(1), 1-11.
- O'Keefe, D. J. (1990). *Persuasion: Theory and research*. Newbury Park, CA: Sage. (Chapter 6: Elaboration Likelihood Model, pp. 95-116).
- Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, 185(4157), 1124-1131.

Assignment Due: Midterm Examination by Monday 10/7 at 2:00pm on Canvas.

Week 8 (10/14/24): Health Dynamics

Theories covered: *Extended parallel process model, Innoculation, Theory of reasoned action/planned behavior, Problematic integration* (**Health Communication Context Overview #4**)

Littlejohn, Foss, & Oetzel – Read relevant sections (primarily Chapter 10)

- Roberto, A. J., Mongeau, P. A., Liu, Y., & Hashi, E. C. (2019). "Fear the flu, not the flu shot": A test of the extended parallel process model. *Journal of Health Communication*, 24(11), 829-836.
- Ivanov, B., Parker, K. A., & Dillingham, L. (2020). Innoculation theory as a strategic tool. *The handbook of applied communication research* (pp. 11-28).
- Montano, D. E., & Kasprzyk. (2008). Theory of reasoned action, theory of planned behavior, and the integrated behavioral model. In K. Glanz, B. K. Rimmer, & K. Viswanath (Eds.), *Health behavior and health education: Theory, research, and practice*.
- Babrow, A. S. (1992). Communication and problematic integration: Understanding diverging probability and value, ambiguity, ambivalence, and impossibility. *Communication Theory*, 2(2), 95-130.

Week 9 (10/21/24): Intercultural and Conversational Dynamics

Theories covered: *Facework, Communication accommodation, Politeness, Interpersonal Deception*

(Intercultural Communication Context Overview #5)

Littlejohn, Foss, & Oetzel – Read relevant sections (primarily Chapter 11)

- Ting-Toomey, S., & Kurogi, A. (1998). Facework competence in intercultural conflict: An updated face-negotiation theory. *International Journal of Intercultural Relations*, 22(2), 187-225.

- Dragojevic, M., Gasiorek, J., & Giles, H. (2016). Communication accommodation theory. In C. R. Berger & M. Roloff (Eds.), *The international encyclopedia of interpersonal communication* (Vol. 1, pp. 176-196). Hoboken, NJ: Wile Blackwell.
- Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language use* (pp. 55-84). Cambridge, England: University Press.
- Buller, D. G., & Burgoon, J. K. (1996). Interpersonal deception theory. *Communication Theory*, 6(3), 203-242.

Assignment Due: Theory Evaluation Report Due Friday 10/20 by 11:59pm on Canvas

Week 10 (10/28/24): No Class - Fall Break

Week 11 (11/4/24): Group Dynamics

Theories covered: *Bona-Fide group, Functional perspective, Structuration, Social identity* (**Group Communication Context Overview #6**)

Littlejohn, Foss, & Oetzel – Read relevant sections (primarily Chapter 8)

- Putnam, L. L. (1994). Revitalizing small group communication: Lessons learned from a bona fide group perspective. *Communication Studies*, 45, 97-102. doi: 10.1080/10510979409368413
- VanderVoort, L. (2002). Functional and causal explanations in group communication research. *Communication Theory*, 12, 469-486. doi: 10.1111/j.14682885.2002.tb00279.x
- Poole, M. S., Seibold, D. R., & McPhee, R. D. (1985). Group decision-making as a structural process. *Quarterly Journal of Speech*, 71, 74-102. doi: 10.1080/00335638509383719
- Hogg, M. A., & Reid, S. A. (2006). Social identity, self-categorization, and the communication of group norms. *Communication Theory*, 16(1), 16-30.

Week 12 (11/11/24): Organizational Dynamics

Theories covered: *Network, System, Organizational Culture, Sensemaking, Sensegiving/Sensebreaking, Gendered Organizations* (**Organizational Communication Context Overview #7**)

Littlejohn, Foss, & Oetzel – Read relevant sections (primarily Chapter 9)

- Shumate, M., Pilny, A., Atouba, Y., Kim, J., Pena-y-Lillo, M., Cooper, K. R., & Yang, A. S. S. (2013). A taxonomy of communication networks. *Communication Yearbook*, 37(1), 97-123.
- Pacanowsky, M. E., & O'Donnell-Trujillo, N. (1982). Communication and organizational cultures. *Western Journal of Speech Communication*, 50(2), 115-130.
- Weick, K. E., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the process of sensemaking. *Organization Science*, 16(4), 409-421. doi: 10.1287/orsc.1050.0133
- Scarduzio, J. A., & Tracy, S. J. (2015). Sensegiving and sensebreaking via emotion cycles and emotional buffering: How collective communication creates order in the courtroom. *Management Communication Quarterly*, 29(3), 331-357.
- Acker, J. (1990). Hierarchies, jobs, bodies: A theory of gendered organizations. *Gender & Society*, 4, 139-158. doi: 10.1177/089124390004002002

Week 13 (11/18/24): Instructional Dynamics

Theories covered: *Instructional communication overview, rhetorical and relational goals, instructional beliefs model* (**Instructional Communication Context Overview #8**)

- Myers, S. (2010). Instructional communication: The emergence of a field. In D. L. Fassett & J. T. Warren (Eds.), *The Sage handbook of communication and instruction* (pp. 149-159). Los Angeles, CA: Sage.
- Nusbaum, J. F., & Freidrich, G. (2005). Instructional/developmental communication: Current theory, research, and future trends. *Journal of Communication*, 55, 578-593.
- Conley, A., & Yun, K. A. (2017). A survey of instructional communication research: 15 years of research in review. *Communication Education*, 66, 451-466.
- Frisby, B. N., Limperos, A. M., Record, R. A., Downs, E., & Kercksmar, S. E. (2013). Students' perceptions of social presence: Rhetorical and relational goals across three mediated instructional designs. *MERLOT Journal of Online Learning and Teaching*, 9(4), 468-480.
- Weber, K., Martin, M. M., & Myers, S. (2001). The development and testing of the instructional beliefs model. *Communication Education*, 60, 51-74.

Week 14 (11/25/24): Media Dynamics Part I

Theories covered: *Framing, Agenda setting, Spiral of silence, Cultivation*

(Media Communication Context Overview #9)

Littlejohn, Foss, & Oetzel – Read relevant sections (primarily Chapter 5)

Scheufele, D. A., & Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. *Journal of Communication, 57*, 9-20.

Noelle-Neumann, E. (1974). The spiral of silence: A theory of public opinion. *Journal of Communication, 24*, 43-51.

Haider, M., & Kreps, G. L. (2004). Forty years of diffusion of innovations: Utility and value in public health. *Journal of Health Communication, 9*, 3-11.

Shrum, L. J. (2017). Cultivation theory: Effects and underlying processes. In P. Rossler, C. A. Hoffner, & L. van Zoonen (Eds.), *The international encyclopedia of media effects*. John Wiley & Sons.

Week 15 (12/2/24): Media Dynamics Part II

Theories covered: *Uses and gratifications, Hyperpersonal perspective*

Littlejohn, Foss, & Oetzel – Read relevant sections (primarily Chapters 5 and 6)

Ruggiero, T. E. (2000). Uses and gratifications theory in the 21st century. *Mass Communication and Society, 3*(1), 3-37. doi: 10.1207/S15327825MCS0301_02

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

Walther, J. B. (1996). Computer-mediated communication: Impersonal, interpersonal, and hyperpersonal interaction. *Communication Research, 23*, 3-43. doi: 10.1177/009365096023001001

Walther, J. B., & Whitty, M. T. (2021). Language, psychology, and new new media: The hyperpersonal model of mediated communication at 25 years. *Journal of Language and Social Psychology, 40*(1), 120-135.

Sumner, E. M., & Ramirez, A. (2017). Social information processing theory and the hyperpersonal perspective. In C. Hoffner & L. van Zoonen (Eds.). *International encyclopedia of media effects*.

Week 16/Prep Week (12/9/24):

Final Seminar Presentations

Assignment Due: Final Seminar Project Due Monday 12/9/2024 by 2:00 pm