

# CMM-200>

## > Communication>

### > Theory

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**Class meets:** M & W from 3:30 to 4:45 in PAH 24

**Office Hours:** M & W from 2:30 to 3:30 p.m. T & Th  
12:30 to 2:30 or by appointment

**Course credit:** 3.0 Hours

**Prerequisite:** CMM-100

## COURSE DESCRIPTION

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

## COURSE GOALS

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

This course will:

- 📖 Help you be aware of the process of theorizing about communication in everyday life.
- 📖 Increase your analytic acuity and your theorizing abilities.
- 📖 Help you appreciate and enjoy the art of theorizing about communication.

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

## STUDENT LEARNING OUTCOMES FOR CMM 200

Upon completing this course, students will be able to

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

## COURSE DYNAMICS

Overall, the structure of the course will include, **lecturing, discussions, and activities & role plays**. The effectiveness of how the class unfolds highly depends on your **attitude, work** and, **discipline**. I expect that you have a positive attitude in class; I expect you read the assigned articles and book chapters before coming to class; and I expect that you always come to class ready to **think, discuss, apply, exemplify, theorize, critique, and evaluate** the materials you have read. This course requires that you are an **active learner** inside and outside the class. In the end, being active in class will result in achieving the **skills** outlined above and in an **enjoyable experience**. Let me know how I can help you meet these requirements in order to learn succeed in CMM-200.

## REQUIRED MATERIALS

-  Griffin, E. (2009). *A first look at communication theory*. (8<sup>th</sup> ed.). New York: McGraw Hill
-  Reading Packet available online at: <http://cmm200communicationtheory.pbworks.com>

## RECOMMENDED MATERIALS

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

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

# COURSE ASSIGNMENTS

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

ASSIGNMENTS	POINTS	APPROX. VALUE	MY SCORE
Midterm Exam	100	20%	
Final Exam	100	20%	
Quizzes (2 @ 20 points)	40	9%	(   ) (   )
Application Papers (2 at 15 points)	30	6%	(   ) (   )
Class Presentation	75	15%	
Theory Paper	100	20%	
Class Participation and Attendance	50	10%	
<b>Total Score</b>	<b>495</b>	<b>100%</b>	

## DESCRIPTION OF ASSIGNMENTS

**Format for the Quizzes:** Quizzes will be short (one or two pages) and their focus will be to assess that you do the readings and understand them, that you are able to establish connections among them, and that you are able to provide and analyze real-life situations that illustrate different concepts and theories. Quizzes will require that you write short answers to a range of 4 to 6 questions approximately. *(See student learning outcomes table above to see specific skills that I will assess in this assignment).*

**Format for the Midterm and Final Exams:** Their focus will be to assess that you understand concepts and theories, that you are able to establish connections among them, that you are able to integrate and evaluate knowledge; and that you are able to provide and analyze real-life situations that illustrate different concepts and theories. Midterm and Final exams will require that you answer “matching” and “yes-no” questions (20%); short-answer questions (50%); and an integrative question (essay) (30%). *(See student learning outcomes table above to see specific skills that I will assess in this assignment).*

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

**Group Presentation:** Group presentations will entail reading an assigned journal article or book chapter and presenting it to your peers in class. Presentations will take the entire class period and they include lecturing, providing examples, doing activities with your audience, engaging the audience in class discussion among others. *(See student learning outcomes table above to see specific skills that I will assess in this assignment).*

**Application Papers:** Application papers are short 2 & ½ page assignments that will focus on one or two skills at a time. As the title of the assignment says, you will have to take a concept, theory, and/or skill and put it into practice. *(See student learning outcomes table above to see specific skills that I will assess in this assignment).*

**Format Instructions:**

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

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

**Font:** Times New Roman, 12-point font

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

**Length:** 2 & ½ pages maximum.

**In-class Participation:** Participation entails critical thinking, critical listening and sharing your thoughts and opinions with your classmates. You should come to class prepared and willing to discuss the readings or ideas for that day. Active and useful participation requires effort from your part. I expect that your contributions to the discussion be grounded in the assigned readings. Avoid going off on tangents. Only coming to class does not count as participation. I will keep track of your participation during discussions and in-class activities. In order to get credit for your presence in the classroom, you need to “participate” as described here. (*See Student Learning Outcomes table above to see specific skills that I will assess in this assignment*).

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

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

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

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

## **ELECTRONIC SUBMISSION OF ASSIGNMENTS**

All written assignments have to be submitted electronically following the link below:

<http://dropitto.me/CHORNET-CMM-ASSIGNMENTS>

1. This link is also available in the wiki. Click on it and enter the password (caps sensitive): CMM2015
2. Upload your word **document and a copy** of it in **pdf**.
3. **IMPORTANT!!! FILE FORMAT:** The file names of the documents that you upload **MUST** follow the following format: CMM200-FIRST NAME INITIAL + LAST NAME + ASSIGNMENT NAME AND NUMBER.
  - a. Here is a sample file name: CMM200-JSMITH-WA#1.docx and CMM200-JSMITH-WA#1.pdf
  - b. If you do not to give your file the correct format and name, **I will discard it as soon as I receive it.**
4. Assignments are due by **midnight** of the day assigned, but they can be submitted earlier as well.
5. You’re fully responsible for uploading a word document that **opens correctly**. It is unlikely, but files can get corrupted in the process of sending and receiving. Uploading the word document along with a copy of it in pdf format will maximize your chances of me being able to open your assignment.

## **ATTENDANCE PARTICIPATION AND DISCUSSION POLICIES**

**ATTENDANCE:** Attendance is mandatory for this course to run properly. I will expect your physical and mental presence for each class day. I expect you to pay attention to class material (no newspapers, magazines, headphones, etc.) Later arrivals are highly discouraged since they are disruptive for the class. Arriving 20 minutes late or longer will count as an absence. If you are unable to attend class, **it is your responsibility** to find out what assignments, handouts, activities, or instruction you missed (all supplementary readings are available in the WiKi workspace online. The schedule below contains a description of what will happen each in each class. Ask me and/or your classmates to make sure you do not miss anything).

**ABSENCES:** Only university events and trips will be officially excused. However, it is your responsibility to make sure such events or trips do not interfere negatively with your performance in your classes. I will use my discretion to excuse medical or other situations.

**ABSENCES & PENALTIES:** You are allowed only 2 unexcused absences. **More than 2 unexcused absences** will significantly **lower your grade** (minus 5 points per unexcused absence after the second). **Missing 5 or more classes will be grounds to earn a failing grade.**

**ABSENCES & ASSIGNMENT SUBMISSIONS:** If you're sick and can't come to class the day an assignment is due, **DO SUBMIT IT FOLLOWING THE INSTRUCTIONS ABOVE.** You are more credible if you miss class and send the assignment due than if you don't send the assignment. You have all the dates for assignments scheduled in the syllabus. Plan your work ahead of time and be organized.

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

## COLLECTION OF ASSIGNMENTS FOR ASSESSMENT PURPOSES

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. **Thus, copies of your work for this course, including exams, quizzes, application papers, class discussions (video taped), oral presentations (video taped), final projects may be kept on file for institutional research, assessment and accreditation purposes.** If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

## MISCELLANEOUS POLICIES

**CLASSROOM BEHAVIOR:** The use of cell phones and other electronic devices that may distract or disrupt the flow of class will not be tolerated. Yes, that includes WhatsApp ;-). Please, turn them off at the beginning of class or set them in FLIGHT mode. Laptops ARE authorized in the classroom as long as they are used to work on any aspect related to this particular course (taking notes, consulting electronic materials for discussion in class etc.) **Students using laptops for other non-academic purposes will be invited to leave the classroom, their absence will count as unexcused, and they will not be allowed to use laptops in the classroom.**

**POLICY ON STUDENT--INSTRUCTOR COMMUNICATION:** If you need to contact me outside the classroom, use the email address listed in this syllabus or post a comment in the wiki workspace created for this course. I will reply to the email you send me within 24 to 48 hours.

**POLICY ON COMMUNICATION THROUGH THE WIKI WORKSPACE:** I will use the wiki workspace to communicate with you. Whenever I post a comment or make a change to the Wiki workspace, you will receive notification of it. Consequently, the email address you give me in class has to be one that you use on a daily basis. It is your responsibility to make sure that you have set up the "Preferences" in the wiki workspace so that you "receive notification right away when the workspace has changed." When you sign up after you receive my invitation, you will have a chance to set up this option. If you don't know how to do this, please talk to me and I'll help you figure it out.

## GRADE DESCRIPTION

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

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

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

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

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

<b>GRADE PERCENTAGES</b>			
94-100% <b>A</b>	84-86% <b>B</b>	74-76% <b>C</b>	60% & below <b>F</b>
90-93% <b>A-</b>	80-83% <b>B-</b>	70-73% <b>C-</b>	
87-89% <b>B+</b>	77-79% <b>C+</b>	61-69% <b>D</b>	

## **ACADEMIC INTEGRITY GUIDELINES**

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

The SLU-Madrid Academic Honesty Policies unabridged document can be found in the link here:  
[http://spain.slu.edu/academics/academic\\_advising/docs/Academic\\_integrity.pdf](http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf)

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University’s evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student’s work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty. Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the

school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.

## STUDENT ACCOMODATION STATEMENT

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

Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to [http://spain.slu.edu/academics/learning\\_resources.html](http://spain.slu.edu/academics/learning_resources.html).

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to [counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu), or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

## TENTATIVE SCHEDULE

**AFLACT: A First Look At Communication Theory**

**Wiki:** These are the readings available online in the Wiki workspace for this course

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

Week	Day	Class Description	Reading for the Day	Assignments
<b>Week 1</b>	W-Jan-14	☉ Introduction to the course		
	<b>META-THEORETICAL ASSUMPTIONS</b>			
<b>Week 2</b>	M-Jan-19	☉ Introduction to the course ☉ What is theory and what's the point of it, anyway? ☉ Two Communication Theory Paradigms.	<b>AFLACT:</b> Ch. 1 <b>AFLACT:</b> Ch. 2	-Sometimes, in conversation with friends, we say: "I have a theory about this..." What's that theory? Come to class with an example of an informal theory of yours. Write a few notes and we'll work on it in class (not to be submitted as an assignment) -Start thinking about what reality is for you? is it objective? subjective?...
	W-Jan-21	☉ Mapping the territory: Seven Traditions in the field of Communication Theory. ⌘ Hand in instructions for Group Presentations	<b>AFLACT:</b> Ch. 4	-Each of the theories that we are going to study have a "history." Let's find out about it.
<b>Week 3</b>	M-Jan-26	☉ Evaluating Scientific and Interpretive Theories: Trustworthiness criteria.	<b>AFLACT:</b> Ch. 3	-Start thinking about what are the criteria that determine whether a theory is "good" or "bad." -Last week you came up with your own theory. Let's evaluate it too.

	T-Jan-27	<b>last day to drop a class without a grade of w and/or to add a class</b>		
		<b>last day to choose audit (au) or satisfactory/unsatisfactory (s/u)</b>		
		<b>THEORIES ABOUT INTERPERSONAL CMM (MESSAGES, RELATIONSHIPS, CMC &amp; SECRETS)</b>		
	W-Jan-28	© Symbolic Interactionism	AFLACT: Ch. 5	-Bring one or two questions about this theory and/or examples that illustrate it (or parts of it) -Think about how language in use constructs our sense of self and our social relationships.
<b>Week 4</b>	M-Feb-2	© Symbolic Interactionism: An illustration	Wiki: Lucas & Steimel (2009). <i>Creating and responding to the Gen(d)eralized Other: Women Miner's Constructed Identities.</i>	<b>GROUP PRESENTATION 1</b> You need to establish connections with Ch. 5
	W-Feb-4	© Coordinated Management of Meaning (CMM)	AFLACT: Ch. 6	-Bring one or two questions about this theory and/or examples that illustrate it (or parts of it) -Think about how this CMM is connected with Symbolic Interactionism. <b>-Write an application paper using CMM. (Deadline Feb. 11)</b>
<b>Week 5</b>	M-Feb-9	© Social Penetration Theory (SPT)	AFLACT: Ch. 9	-Bring one or two questions about this theory and/or examples that illustrate it (or parts of it) <b>QUIZ 1</b>
	W-Feb-11	© Social Information Processing Theory	AFLACT: Ch. 11	-How is SIP different from SPT? <b>APPLICATION PAPER 1-ABOUT CMM-DUE TODAY</b>
<b>Week 6</b>	M-Feb-16	© Relational Dialectic (RDT)	AFLACT: Ch. 12	-How is RD different from Social Penetration Theory
	W-Feb-18	© Second Generation of Dialectical Theory applied.	SR: Baxter, Foley, and Thatcher (2006) <i>Marginalizing difference in personal relationships: A dialogic analysis of how partners talk about their differences.</i>	<b>GROUP PRESENTATION 2</b> You need to establish connections with Ch. 12
	W-Feb-18	<b>registration for summer session 2015 begins</b>		
<b>Week 7</b>	M-Feb-23	<b>Winter Break-NO CLASS</b>		
	W-Feb-25	<b>MIDTERM EXAMINATION</b>		



<b>Week 8</b>	M-Mar-2	<ul style="list-style-type: none"> <li>⊙ Writing the Academic Paper in College.</li> <li>⊙ Writing a Literature Review.</li> <li>⊙ Learning How to use APA</li> </ul>	<b>Wiki:</b> <i>Read APA handout posted in the Wiki</i> <b>Wiki:</b> Rubin et al (2010) <i>Writing the Literature Review</i>	<ul style="list-style-type: none"> <li>-Use the APA pdf as a reference when you're formatting your paper.</li> <li>-Use Rubin et al's pdf as a reference when you're writing our final paper.</li> </ul>
	W-Mar-4	⊙ Communication Privacy Management Theory.	<b>AFLACT:</b> Ch. 12	<ul style="list-style-type: none"> <li>-How do you regulate privacy in your family? What topics or events would you keep private? why? would you share them with any members of your family? why?</li> <li>-Watch the movie <i>City Island</i> before coming to class.</li> </ul>
<b>THEORIES ABOUT ORGANIZATIONAL COMMUNICATION AND LEADERSHIP</b>				
<b>Week 9</b>	M-Mar-9	⊙ Cultural Approach to Organizations	<b>AFLACT:</b> Ch. 20	- Can an organization be a culture in the same sense as a national culture? Or is culture a different concept within organizations?
	W-Mar-11	⊙ Critical Theory of Communication in Organizations.	<b>AFLACT:</b> Ch. 21	
	F-Mar-13	<b>last day to drop a class and receive a grade of w</b>		
<b>Week 10</b>	M-Mar-16	⊙ Socio-constructionist Approaches to Leadership.	<b>Wiki:</b> Fairhurst and Grant (2010) <i>The Social Construction of Leadership: A Sailing Guide.</i>	-What is leadership for you? Write a brief definition of this concept before doing the reading and bring it to class.
	W-Mar-18	⊙ Socio-constructionist Approaches to Leadership.	<b>Wiki:</b> Clifton (2012) <i>A Discursive Approach to Leadership: Doing Assessments and Managing Organizational Meanings.</i>	
<b>THEORIES ABOUT MASS MEDIA</b>				
<b>Week 11</b>	M-Mar-23	⊙ Cultural Studies	<b>AFLACT:</b> Ch. 27	-Think about the role of media in the creation, reproduction and dissemination of meanings in society. Who/what is represented in the media?
	W-Mar-25	⊙ Semiotics	<b>AFLACT:</b> Ch. 26	<ul style="list-style-type: none"> <li>-Bring examples of important signs that you recognize in your own culture.</li> <li>-Write an application paper using Semiotics. (Deadline: Apr. 8)</li> </ul>
<b>Week 12</b>	M-Mar-30	<b>Easter Break</b>		
	W-Apr-1			

	M-Apr-6	© Semiotics Applied	SR: Page (2003) <i>Myth and photography in advertising: A semiotic analysis</i>	<b>GROUP PRESENTATION 3</b> You need to establish connections with Ch. 27 & 26.
<b>Week 13</b>	W-Apr-8	© Cultivation Theory	AFLACT: Ch. 29	<b>APPLICATION PAPER 2-ABOUT SEMIOTICS-DUE TODAY</b>
	W-Apr-9	<b>registration for spring 2014 semester begins</b>		
	M-Apr-13	© Panopticism: Media's Surveillance and Control	SR: Foucault (1977). <i>Panopticism (From Discipline and Punishment)</i>	-Bring one or two questions about this theory and/or examples that illustrate it (or parts of it) -Establish connections with Cultural Studies and Cultivation Theory. <b>QUIZ 2</b>
<b>Week 14</b>	<b>THEORIES ABOUT INFLUENCE &amp; PUBLIC COMMUNICATION</b>			
	W-Apr-15	© Expanding the Scope of Rhetorical Theory: Invitational Rhetoric	SR: Foss and Griffin (1995). <i>Beyond persuasion: A proposal for invitational rhetoric.</i>	--Bring one or two questions about this theory and/or examples that illustrate it (or parts of it) -How does this theory differ from ELM?
	M-Apr-20	© Elaboration Likelihood Model	AFLACT: Ch. 16	What is necessary for persuasion to happen? is it the sender? the receiver? the message? the channel? or everything at the same time? -What's a persuasive message for you?
<b>Week 15</b>	W-Apr-22	© Dramatism	AFLACT: Ch. 23	<b>THEORY PAPER DUE TODAY</b>
	<b>THEORIES ABOUT CULTURE COMMUNICATION</b>			
	M-Apr-27	© Face-Negotiation Theory	AFLACT: Ch. 32	
<b>Week 16</b>	W-Apr-29	© Speech Codes Theory	AFLACT: Ch. 33	-What is culture? is culture the same as nationality according to SCT? -How can "ways of speaking" tell us information about a particular speech community?

<b>Week 17</b>	M-May-4	© Israel and Palestine: Two Speech Codes.	SR: Ellis, D. G. (2003). <i>Dialogue and cultural communication codes between Israeli-Jews and Palestinians.</i>	<b>GROUP PRESENTATION 4</b>
	W-May-6 Last day of class.	Review Session	Review Session	Review Session
<b>Finals Week</b>	W-May-13	<b>FINAL EXAMINATION</b> FROM 3 30 P.M. TO 6 30 P.M.		

## SUPPLEMENTARY READINGS REFERENCES

### *Listed in order of appearance in the syllabus*

- Lucas, K., & Steimel, S. J. (2009). Creating and responding to the gen(d)eralized other: Women miners' community-constructed identities. *Women's Studies in Communication, 32*(3), 320-347.
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