

COMM465: Communication Theory with Dr. Christina Knopf ("Dr. K.")

Contact: Morey248 Tu/Th 10-10:45 & 3:30-5, M/W/F by apt, knopfcm@potdam.edu, [facebook.com/profknopf](https://www.facebook.com/profknopf)

Course Description:

This course examines several broad genres of communication theory and discusses a selection of key theories from interpersonal, intercultural, public, media, and gender communication areas. By the end of the course you should be better able to understand and critically examine what you think you know about communication. For those considering graduate study in communication, this course may help you select a direction and will give you a taste of the kinds of reading and work that are often expected at the graduate level.

Course Objectives:

In taking this class, you will be able to:

- Understand the history of the discipline
- Show knowledge of communication theory & evaluate theory
- Recognize, and apply, the place of theory in communication research
- Write in scholastic form and style
- Read, and demonstrate understanding of, contemporary scholarship
- Engage in data collection and analysis to test theory
- Recognize and explain the role of communication in society & your own life

Texts & Course Materials:

A First Look at Communication Theory, 7th or 8th edition, by Em Griffin

Syllabus

Assignment Packet

Application Log booklets (provided to you)

4x6 index cards – strongly recommended, though not required

Grading: Your final course grade is determined out of 100 possible points:

Application Log: 30 points

(Almost) Weekly Quizzes: 25 points

Exams (2): 25 points

Research & Reflection Paper: 20 points

Full assignment descriptions, instructions, explanations, and grading procedures are found in the accompanying "Assignments Packet."

Final Grades are broken down **in this class** as follows:

4.0 = 95-100 points	3.7 = 90-94 points
3.3 = 86-89 points	3.0 = 82-85 points
2.7 = 78-81 points	2.3 = 72-77 points
2.0 = 67-71 points	1.7 = 61-66 points
1.3 = 56-60 points	1.0 = 51-55 points
0.0 = 0-50 points	

Work that meets the minimum requirements of an assignment, is completed on time and displays average involvement with the course content is deserving of a 2.0. A 2.0 is a "satisfactory" grade that indicates the *minimum* has been achieved.

Higher grades are awarded to work that goes above and beyond the minimum standards to produce papers and presentations that reflect superior intellectual effort, excellence in critical analysis and overall creativity in the approach towards any given assignment. A 4.0 is attainable but will require much more than minimal effort.

Challenging a Grade: If you identify an error in grading, I am always willing to admit to a mistake and correct it. If you want me to *reconsider* a grade, follow these steps:

- Wait at least 24 hours before deciding to seek reconsideration, but no longer than one week.
- Write a 1-2 page explanation of why the grade should be reconsidered identifying what type of change you seek and providing a reasoned argument and evidence in support of that change. The burden of proof in any disagreement over evaluation of student performance rests with the student.
- Resubmit the original work (complete with grade & comments) along with the rationale.
- Allow two weeks for reconsideration. *Be aware that in reconsidering a grade, I may find that it earned a lower grade than it originally received.*
- Accept the final decision. *I will reconsider each assignment only once.*

Due Dates/Late Work: LATE ASSIGNMENTS ARE NOT ACCEPTED. *If you know in advance you will not be in class when an assignment is due, turn it in early. If you wake up sick when something is due, please email it by class time.* All due dates are on the course calendar.

Extra Credit: Extra credit will not be available as an end-of-semester option to make-up-for or replace work that you did not do throughout the semester. There are some chances at bonus points built in to the course; remain attentive to course material and assignments to discover these opportunities.

Academic Integrity & Dishonesty: As stated in the Undergraduate Catalog, the following pledge is made on all academic work done by students at SUNY Potsdam. This pledge is regarded as an indication that you understand and have complied with the requirements and assignments as set forth by the course instructor and as stated in this Academic Honor Code.

"On my honor: I will not give nor receive any inappropriate assistance on any academic work in accordance with the SUNY Potsdam Academic Honor Code and the directions given to me by each course instructor"

To plagiarize is to pass off *ideas or words of someone else* as your own or to use created productions without crediting the source. Any time you incorporate the words and/or ideas of another person into your work, whether from a book, a film, T.V., the Internet, or any other source, without giving their creator the credit, you have plagiarized. It is literary and intellectual theft when you present work that someone else did as being new and original. This includes user-generated content on sites like Wikipedia.

I have a zero tolerance policy on plagiarism. In the event of plagiarism on an assignment in this course you will A.) Definitely fail the assignment. B.) Possibly fail the course.

Therefore, you will be responsible for authenticating any assignment submitted in this course. I recommend that you keep copies of all drafts of your work, make photocopies and/or careful notes of research materials, save drafts or versions of assignments under individual file names on computer disks, etc. (This is a good practice for any and all classes. Not only will it protect you should you ever be accused of academic dishonesty, but it also protects you in instances of computer malfunctions, stolen bags, spilled coffee, and bad filing systems.)

Other forms of dishonesty or cheating are also not tolerated and will result in a failure of the assignment and/or class. If you think you are engaging in questionable behavior, you probably are, so either don't do it or seek clarification.

Incompletes: Incompletes, or other arrangements for course completion, can be planned only in advance to the semester's end in extreme circumstances with documentation. To receive an incomplete, there must be a serious *emergency* so late in the semester that there isn't time to make up what you miss. Incompletes are not granted because you partied the first 12 weeks of the semester and realized during the last 3 weeks that doing so wasn't such a good idea.


Attendance: Attendance is expected. See the Assignment Packet for more information.

Technology/Electronic Devices: Technology is permissible, and even welcome, in the classroom given the following:

- Your usage is polite. You are taught from kindergarten on that it is not acceptable to carry on personal conversations with others or to pass notes to people during class time. The same is true for the electronic versions of these (i.e., taking/making cell calls and texting).
- Your usage does not interfere with your performance in class. Multitasking is a fact of modern life, but if you're not good at Facebooking and listening at the same time, don't do it.
- Your usage does not bother your neighbors. Gaming, video viewing, downloading porn, etcetera may not be a distraction to you but may be a distraction to the people sitting near you. Phones and pagers should always be set to silent and should only be answered outside of the classroom.
- You are willing to apply your technology use to course materials in productive ways. Technology can enhance your learning, so if asked to look something up on the Web during class, please do so. *A refusal to use technology in the classroom as part of the class can result in revocation of technology use privileges.*
- You do not secretly record any portion of a class without seeking permission from all involved parties.

Consider your technology use outside of class, too. If contacting me via email, be professional: use an appropriate and informative subject, address me politely, and use good Standard English.

Etiquette: The success of this course is directly related to the sense of community that we develop in the classroom. Participation is essential to this process. I encourage you to share your views and listen to those of others. Debate and discussion are an important part of the learning process. While there will no doubt be disagreements, I expect the members of this community (including myself) to challenge ideas in a manner that reflects respect and recognition of opposing viewpoints without attacking individuals.

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I, _____, have read the entire Syllabus AND the Assignment Packet for
[printed name]

COMM465 with Dr. Knopf, have understood it, and agree to observe it for the duration of my enrollment in the course.

If there was any part of the syllabus that I found troubling in any way, I have already spoken to Dr. Knopf about my concerns.

Signature

Date

COMM465 – Communication Theory – Fall 2011 Calendar: You are responsible for knowing and adhering to the due dates listed here. This calendar is the only “reminder” you will be given about work that is due.

Tuesday, August 30

In-class: discuss syllabus, assignments, and semester

Due for class: NA

Thursday, September 1

This class will not meet today. Dr. K. is presenting research at the American Political Science Association conference in Seattle.

Tuesday, September 6

In-class: Introduction to theory

Due for class: -Read “Launching Your Study of Communication Theory” and “Talk About Theory”

Thursday, September 8

In-class: Discuss Research & Reflections paper assignment

Due for class: -Read “Weighing the Words” and “Mapping the Territory”

Tuesday, September 13

In-class: Media includes excerpts of *Nell & Life is Beautiful*

Quiz on *Your Study of Comm Theory, Talk about Theory, Weighing the Words, & Mapping the Territory*

Due for class: -Read “Symbolic Interactionism” and “Coordinated Management of Meaning”

Thursday, September 15

In-class: EVT & Constructivism discussions; media includes excerpts of *Drumline, Hotel Rwanda & Dead Man Walking*

Due for class: -Read “Expectancy Violations Theory” and “Constructivism”

-Hand in App Log entries for *Symbolic Interactionism & CMM*

Tuesday, September 20

In-class: Social Penetration discussion; media includes excerpt from *Shrek*; theory salad

Quiz on *Symbolic Interactionism, CMM, EVT, & Constructivism*

Due for class: -Read “Social Penetration Theory”

Thursday, September 22

In-class: URT & SIP discussions; media includes excerpts from *My Big Fat Greek Wedding & You’ve Got Mail*

Due for class: -Read “Uncertainty Reduction Theory” & “Social Information Processing Theory”

-Be prepared to hand in App Log entries for *Symbolic Interactionism through Social Penetration*

Tuesday, September 27

In-class: Relational Dialectics discussion; media includes excerpts from *Bend It Like Beckham*

Quiz on *Social Penetration, Uncertainty Reduction, & SIP*

Due for class: -Read “Relational Dialectics”

-Hand in Annotated Bibliography for Research & Reflection paper

Thursday, September 29

In-class: Interactional view discussion; therapy couch; media includes excerpts from *Little Miss Sunshine & Parenthood*

Due for class: -Read “The Interactional View”

-Be ready to hand in App Log entries for *Symbolic Interactionism through Relational Dialectics*

Tuesday, October 4

In-class: Social Judgment discussion; media includes excerpt from *Twelve Angry Men*

Quiz on *Relational Dialectics & The Interactional View*

Due for class: -Read "Social Judgment Theory"

Thursday, October 6

In-class: ELM & Cognitive Dissonance discussions; media includes excerpts from *Footloose & Thank You for Smoking*

Due for class: -Read "Elaboration Likelihood Model" & "Cognitive Dissonance Theory"

-Be ready to hand in App Log entries for *Symbolic Interactionism through Social Judgment*

Tuesday, October 11

Fall Recess - No class

Thursday, October 13

In-class: Functional Perspective discussion; media includes excerpt from *Apollo 13*

Quiz on *Social Judgment, ELM, & Cognitive Dissonance*

Due for class: -Read "Functional Perspective on Group Decision Making"

Tuesday, October 18

In-class: Cultural Approach & Critical Theory discussions; media includes excerpts from *Office Space, Erin Brokovich, & The Devil Wears Prada*

Due for class: -Read "Cultural Approach to Organizations" & "Critical Theory of Communication in Organizations"

-Hand in first draft of Literature Review of Research & Reflection paper

Thursday, October 20

In-class: Midterm Exam on *Launching Your Study through Cognitive Dissonance Theory*

Due for class: -Be ready to submit App Log entries for *Symbolic Interactionism through Critical Theory*

Tuesday, October 25

In-class: Rhetoric discussion; media includes an excerpt from *To Kill a Mockingbird*

Quiz on *Functional Perspective, Cultural Approach to Orgs and Critical Theory of Comm in Orgs*

Due for class: -Read "The Rhetoric"

Thursday, October 27

In-class: Dramatism & Narrative Paradigm discussions; Pentadic Clue; media includes excerpts from *Garfield & Friends, Smoke, & The Montana Meth Project*

Due for class: -Read "Dramatism" & "Narrative Paradigm"

-Be ready to hand in App Log entries for *Symbolic Interactionism through Rhetoric*

Tuesday, November 1

In-class: Media Ecology discussion; media includes excerpt from *Space Times Square; Playboy*

Quiz on *Rhetoric, Dramatism, & Narrative Paradigm*

Due for class: -Read "Media Ecology"

-Hand in Reflections Proposal for Research & Reflection paper

Thursday, November 3

In-class: Semiotics & Cultural Studies discussions; media includes excerpts from *The Insider & The Simpsons*; classroom grocery shopping

Due for class: -Read "Semiotics" & "Cultural Studies"

-Be ready to hand in App Log entries for *Symbolic Interactionism through Media Ecology*

Tuesday, November 8

In-class: Cultivation discussion; media includes excerpt from *Bowling for Columbine*

Quiz on *Media Ecology, Semiotics, & Cultural Studies*

Due for class: -Read "Cultivation Theory"

Thursday, November 10

In-class: Agenda-setting discussion; media includes excerpt from *Wag the Dog*

Due for class: -Read "Agenda-Setting Theory"

-Be ready to hand in App Log entries for *Symbolic Interactionism through Cultivation*

Tuesday, November 15

In-class: CAT discussion; media includes excerpt from *The Muppets Take Manhattan*

Quiz on *Cultivation & Uses and Gratifications*

Due for class: -Read "Communication Accommodation Theory"

Thursday, November 17

This class will not meet today. Dr. K. is presenting research at the National Communication Association conference in New Orleans.

Tuesday, November 22

In-class: FNT & Speech Codes discussions; media includes clips from *The Joy Luck Club, Billy Elliot & Mean Girls*

Due for class: -Read "Face-Negotiation Theory" & "Speech Codes Theory"

-Be ready to hand in App Log entries for *Symbolic Interactionism through CAT*

Thursday, November 24

It's Thanksgiving in the U.S. Instead of class, fill up on mashed potatoes and watch American football.

Tuesday, November 29

In-class: Genderlect discussion; media includes excerpt from *When Harry Met Sally*

Quiz on *CAT, FNT, & Speech Codes*

Due for class: -Read "Genderlect Styles"

Thursday, December 1

In-class: Standpoint & Muted Group discussions; media includes excerpt from *The Little Mermaid, The Cider House Rules & White Man's Burden*

Due for class: -Read "Standpoint Theory" & "Muted Group Theory"

-Be ready to hand in App Log entries for *Symbolic Interactionism through Genderlect*

Tuesday, December 6

In-class: One-on-one meetings about final papers.

Quiz on *Genderlect, Standpoint, & Muted Group*

Due for class: -Be prepared to discuss your progress on final paper. Have work to do while you wait.

Thursday, December 8

In-class: Share final papers as review/preparation for final exam.

Due for class: -Submit "Research & Reflection" paper in hard copy.

-Hand in App Log entries for all theories.

Paper & Log MUST be submitted today. No exceptions!!

Tuesday, December 13, 5:00-7:00pm

Final Exam

(Please note: Final exam times are set by the college based on the course schedule template.)

COMM465
Communication Theory
with Dr. K.

Fall 2011 Assignment Packet

This packet is designed to provide you with all the basic information and instructions to succeed at the graded portions of this course. Instructions and grading schemes for every assignment in this class, for the entire semester, are provided here for you. Use this resource in conjunction with the Syllabus and class meetings.

You are responsible for reading the information in this packet just as you are responsible for reading any other assignment in class.

Readings (nongraded, essential for success in the course)

Nearly every class day, one or more chapters will be due (see schedule for exceptions). To maximize our class time and your learning, you should read the chapters *before* coming to class. This way, our discussions in class will make more sense to you and you will be better prepared to ask questions or contribute to dialogues. (When you look at the course schedule you will see what chapter(s) is due on a given day.)

It's easy to procrastinate, so the following items are meant to encourage you to keep up on the readings throughout the semester:

I will randomly call on people to answer questions or contribute ideas to class discussions, using the playing cards you were assigned on the first day of class.

On the day a chapter is due you may turn-in one 4x6 index card with handwritten notes (front & back) from the chapter. (One card per chapter.) At the appropriate quiz & exam times, these cards will be returned to you for use as "cheat sheets."

- You may have only 1 card per chapter.
- Cards may not be any larger than 4x6. (See below.)
- Notes must be handwritten, not typed.
- Your name must be on the card.
- Cards will be accepted only on the day the chapter is due, no exceptions.

This is a 4x6 card.

If you do not have index cards available,
you may cut paper to this size to use.

It may not be any larger than this outline.

If you do not have a ruler, trace this box.

Theory Application Logs (30 possible points, 30% of final grade)

For each theory chapter (chapters 5-35 in the text), you will write 1-2 paragraphs making a specific application of the theory to your own life. Assume for this assignment that the theory has practical value. What insight does it provide to help you understand the previous communication behavior? What prediction does it make or advice does it offer for the future?

These entries must be made in the Logs provided by the instructor. Do not lose your journal. Do not remove pages from it.

Entries should demonstrate that you grasp the theories' practical implications and that you can apply them in specific situations. (See the example below.) To help, you do not have to write an entry until *after* the theory has been reviewed, discussed, and explained in class. Additional examples can be found at www.afirstlook.com

All Logs will be collected at the beginning and end of the semester (see schedule for exact dates). Approximately 4 Logs will be randomly collected each Thursday. Make sure to always have your log with you each week in case yours is selected. (You will receive one "pass" to use in case of emergency.) Each log will be collected and assessed 5 times during the semester (you will receive up to 6 points each time). Instructor feedback & suggestions will be inserted on colored pages for your easy reference.

Random collection of App Logs will be done via the "Lucky Charms" card you drew on the first day of class. Record your card designation here so that you are always prepared:

☺ My card is the _____ of _____.
[number] [picture]

Log Example

SYMBOLIC INTERACTIONISM - CH. 5
I can vividly picture an example of how others reactions to me made me take more of the looking glass self on, often to the exclusion of the true "I." One day at track we were in the weight room and as I weighed myself, the girl behind me said in apparent disbelief, "You weigh 145 lbs?!" For a moment I verged on mortification, though I was athletic, tall and lean. Through her eyes I saw myself as huge and cumbersome. Moments after, she caught herself and added, in our track terminology, "but that's okay because you're butch—that makes you good." In trying to find coherence between the "I" that I was comfortable and satisfied with and these comments I allowed myself to become a "butch" - which for us meant super-strong athletic girl. But in the process, as I shrank into accepting myself as what others saw of me, I lost part of myself that isn't reflected in their reactions. The past few years I have been salvaging my "girlie" side—I have been trying to uncover the "I" that has been buried under what other people perceive me as. Since being at school, I have begun to see the dramatic importance of surrounding myself with people who enjoy or bring out in me the things I love to do and be.

Quizzes (8 quizzes @ approx. 3 pts, 25 possible points, 25% of final grade)

There will be eleven 5-10 minute, multiple-choice, quizzes at the start of class each Tuesday (see schedule for exceptions). Quizzes will be approximately 6 questions each. The quizzes will cover the readings, lectures, and discussions since the previous quiz (see schedule for exact chapters included on each quiz). We will start the class session with the quiz before moving on to new material. **Please be prepared to start the quiz promptly at 5:30**; our class time is extremely valuable and limited.

You may skip or disregard 3 quizzes; in other words, your three lowest quiz scores will be dropped. Because of this flexibility no make-up quizzes will be given.

There are several ways to prepare for the quizzes:

- Read the chapters. (Each day a chapter is due you may choose to turn-in one 4x6 notecard for each chapter with handwritten notes from the chapter; these notecards will be returned to you for use on quizzes and exams as cheat sheets; see the section in this Assignment Packet about *Readings*.)
- Listen carefully and take notes in class.
- Use the practice quizzes on the textbook website at www.afirstlook.com

Questions for the midterm and final exams will be taken directly from these quizzes. You should keep each quiz when it is returned and carefully study what you got wrong – and what you got right. When a quiz is over, you can't just forget the information and move on to the next thing.

Midterm (10 pts) & Final (15 pts) Exams (25 possible points, 25% of final grade)

To help reinforce the theories and their similarities, differences, and connections two major exams will be used to encourage you to maintain good study and work habits throughout the semester.

The midterm exam will be a multiple choice test, consisting of questions pulled from the quizzes at the midpoint of the semester (see schedule for date and exact chapters covered). The midterm will be approximately 20 questions.

The final exam will be a cumulative multiple choice test, consisting of questions pulled from the quizzes for chapters 1-35. The final will be 30-40 questions. In addition, there will be a number of short answer questions for the opportunity to earn bonus points.

There are several ways to prepare for the exams:

- Read the chapters. (Each day a chapter is due you may choose to turn-in one 4x6 notecard for each chapter with handwritten notes from the chapter; these notecards will be returned to you for use on quizzes and exams as cheat sheets; see the section in this Assignment Packet about *Readings*.)
- Listen carefully and take notes in class.
- Use the practice quizzes on the textbook website at www.afirstlook.com
- Carefully review your quizzes throughout the semester.

Research & Reflection Paper (20 possible points, 20% of final grade)

During the first two weeks of the semester, you will be assigned one of the theories covered in class (based on your interests). During the semester, you will become an expert on this on this theory.

You will develop an academic, critical inquiry style, research paper on your assigned theory – and may be asked to contribute your knowledge to class discussion on the appropriate days.

Your goal is to select an important proposition, construct, or variable within the theory and put it to the test. There are multiple steps/components to this project:

1. You will draw on the primary and secondary resources cited in the text and listed at www.afirstlook.com, and conduct your own bibliographic research of academic sources (books and, primarily, journal articles). [TIP: In addition to using library databases like EBSCO's Communication and Mass Media Complete & COMAbstracts, look at the works cited at the end of key articles for other useful resources.] Not counting the time spent reading about the theory in the text, nor counting the time you actually spend writing the paper, you will probably spend at least 10 hours researching your assigned theory.
2. You will need to collect and explore no fewer than 7 academic sources about your theory (no Websites).
3. You will complete an annotated bibliography of at least seven sources to receive feedback from the instructor (see schedule for due date). This should be formatted according to APA guidelines (because these theories are social scientific). If you are unfamiliar with the format of an annotated bibliography, Cornell University provides excellent resources to help you structure an annotated bibliography <http://olinuris.library.cornell.edu/ref/research/skill28.htm> The Potsdam library website provides resources to demonstrate APA style, and a handout will be provided in class.
 - 3.1. This annotated bibliography will become the foundation for the literature review portion of your final paper.
 - 3.1.1. You will turn in a rough draft of the literature review prior to completing the paper.
4. You will develop a 1-2 page proposal of how you plan to test or observe the theory in "real life, such as by critically analyzing your own experiences, literature, television shows, films, music, etcetera. You must explain why you think this is an appropriate way to see how, or if, the theory works in practice; think about what you've learned – What is an appropriate way to consider the theory? What hasn't been done yet? What would you like to know more about, based on the literature you've read? NOTE! If you want to talk to or observe other people, you will need special
5. You will actually test or observe the theory working (or not) in your proposed setting.
6. You will write 10-15 page research (not counting your reference pages) in the style of an academic journal article:
 - 6.1. A 5-7 page literature review summarizing the theory, important studies of it, and key developments in it [Note: 5 pages is not 4 pages plus a line. It is not 4.5 pages. It is 5.] (After reading several journal articles you will get a sense of how a literature review sounds and what it's purpose is; it grounds the unique research of a particular author in the larger field, helping to demonstrate how that research fits into the history/development of a knowledge area.) A great example of a literature review written in APA style, with guides to help you can be found courtesy of Purdue University at http://faculty.mwsu.edu/psychology/Laura.Spiller/Experimental/sample_apa_style_litreview.pdf. You will also see many sample literature reviews when you do your research; each journal article you read begins with a literature review.
 - 6.2. A 1-2 page methods section – a description & explanation of how you chose to observe or test the theory. You will see many samples of methods sections when you do your research; most journal articles you read will explain the method used, following the literature reviews. Your methods are not expected to be as involved or rigorous.

6.3. A 4-6 page discussion of your findings, with a conclusion about what your research suggests about the theory's usefulness or future development or research about the theory.

Basically, this paper is like a super-extended Application Log entry.

Annotated Bibliography (3 possible points)

Criteria for Evaluation	1 point	¾ point	½ point	0 points	Points Totals
Topic Selection	Topic is sufficiently defined, focused and appropriate for a college-level research paper.	Topic is less clearly stated and could be more focused.	The topic is not sufficiently defined or narrowed for the assignment.	Topic is not appropriate for the assignment or no topic is indicated.	
Annotations	Sources in bibliography were critically evaluated. Student explains why each source was selected and how it is of value for the research topic. Annotations are at least three well constructed sentences.	Most sources in bibliography were critically evaluated, appropriate, and demonstrated to be of value for the topic. Annotations are two-three sentences.	Student did not explain why some sources were selected. Sources (especially websites) may be of questionable quality, dated or inappropriate for college research. Annotations are one-two sentences.	Annotations are one poorly constructed sentence or no details were provided.	
Citations	APA style has been carefully followed for each information source.	APA style has been followed for most of the information sources but some inaccuracies may be present.	APA style was applied incorrectly throughout.	APA style was not used at all.	

Methods Proposal (2 possible points)

- Has the problem/question/thesis been developed in relation to the literature?
- Does the explanation of the chosen research methods make sense?

Completed Research Paper (15 possible points)

Literature Review (5 points) <input type="checkbox"/> Does the literature review provide a thematic summary of the research drawn upon? (It should <i>not</i> summarize the articles individually, one at a time.) <input type="checkbox"/> Does the paper synthesize the material reviewed into a few main points? <input type="checkbox"/> Is all information factually correct? <input type="checkbox"/> Does the review demonstrate that the writer understood the content? [2 points]	
Methods Section (1 points) <input type="checkbox"/> Is the problem/question/thesis of the project and its approach clear & logical?	
Discussion & Conclusion (3 points) <input type="checkbox"/> Does the discussion clearly describe what the researcher discovered through the test or observation of the theory? [2 points] <input type="checkbox"/> Does the conclusion indicate areas for future inquiry about the theory?	
References & Citations (2 points) <input type="checkbox"/> Are at least 7 scholarly sources cited? <input type="checkbox"/> Was APA style used correctly?	
Writing Style (4 points) <input type="checkbox"/> Does the paper meet the length requirements? [2 points] <input type="checkbox"/> Is it double-spaced in 12pt Times New Roman font? <input type="checkbox"/> Is the paper (nearly) free of grammatical, and punctuation errors, written in an academic tone?	

Total Points: _____/15

COMM465 Communication Theory – Fall 2011 Work-Due Calendar

The complete calendar is the in the Syllabus. This is a quick reference of due dates.

Tuesday, September 6
Read "Launching Your Study of Communication Theory" and "Talk About Theory"
Thursday, September 8
Read "Weighing the Words" and "Mapping the Territory"
Tuesday, September 13
Quiz Read "Symbolic Interactionism" and "Coordinated Management of Meaning"
Thursday, September 15
Read "Expectancy Violations Theory" and "Constructivism" Hand in App Log entries for <i>Symbolic Interactionism</i> & CMM
Tuesday, September 20
Quiz Read "Social Penetration Theory"
Thursday, September 22
Read "Uncertainty Reduction Theory" & "Social Information Processing Theory" Be prepared to hand in App Log entries for <i>Symbolic Interactionism through SIP</i>
Tuesday, September 27
Quiz Read "Relational Dialectics" Annotated Bibliography for Research & Reflection paper
Thursday, September 29
Read "The Interactional View" Be ready to hand in App Log entries for <i>Symbolic Interactionism through Relational Dialectics</i>
Tuesday, October 4
Quiz Read "Social Judgment Theory"
Thursday, October 6
Read "Elaboration Likelihood Model" & "Cognitive Dissonance Theory" Be ready to hand in App Log entries for <i>Symbolic Interactionism through Social Judgment</i>
Thursday, October 13
Quiz Read "Functional Perspective on Group Decision Making" & "Symbolic Convergence Theory"
Tuesday, October 18
Quiz Read "Cultural Approach to Organizations" & "Critical Theory of Communication in Organizations" First draft of Literature Review of Research & Reflection paper
Thursday, October 20
Midterm Exam Be ready to hand in App Log entries for <i>Symbolic Interactionism through Cultural Approach to Orgs</i>
Tuesday, October 25
Quiz Read "The Rhetoric"

Thursday, October 27

Read "Dramatism" & "Narrative Paradigm"

Be ready to hand in App Log entries for *Symbolic Interactionism through Rhetoric*

Tuesday, November 1

Quiz

Read "Media Ecology"

Reflections Proposal for Research & Reflection paper

Thursday, November 3

Read "Semiotics" & "Cultural Studies"

Be ready to hand in App Log entries for *Symbolic Interactionism through Media Ecology*

Tuesday, November 8

Quiz

Read "Cultivation Theory"

Thursday, November 10

Read "Agenda-Setting Theory"

Be ready to hand in App Log entries for *Symbolic Interactionism through Cultivation*

Tuesday, November 15

Quiz

Read "Communication Accommodation Theory"

Tuesday, November 22

Read "Face-Negotiation Theory" & "Speech Codes Theory"

Be ready to hand in App Log entries for *Symbolic Interactionism through CAT*

Tuesday, November 29

Quiz

Read "Genderlect Styles"

Thursday, December 1

Read "Standpoint Theory" & "Muted Group Theory"

Be ready to hand in App Log entries for *Symbolic Interactionism through Genderlect*

Tuesday, December 6

Quiz

Be prepared to discuss your progress on your final paper.

Thursday, December 8

Submit "Research & Reflection" paper in hard copy.

Hand in App Log entries for all theories.