**COMMUNICATION STUDIES 546**

Communication Theory and Research 1, Fall 2021

**Professor:** Jessica Abrams, PhD

**Contact Info** Email: [jessica.abrams@csulb.edu](mailto:jessica.abrams@csulb.edu) (allow 24 hours for a reply, except on weekends, which may be longer)

Office hours (on Zoom): Tu & Th 11:00am – 12:30pm (Undergrad & Grad) on

Zoom: <https://csulb.zoom.us/j/8063857581>

and Tu & Th 2:30pm – 3:15pm (Grad only), or by appointment

**Course Meets:** Tu & Th 3:30pm–4:45pm

LAB Room 224

or via Zoom: <https://csulb.zoom.us/j/87624996220>

Meeting ID: **876 2499 6220** (passcode: **618407**)

For resources on how to use Zoom, use the following link: <https://www.csulb.edu/academic-technology-services/instructional-design/zoom>

For campus supported academic technology services for students: <https://www.csulb.edu/academic-technology-services/academic-technology-resources-for-students>

For campus supported technology services for students: <https://csulb.teamdynamix.com/TDClient/1993/Portal/home/>

**Course Description:** An examination of theories and research in social cognition, interpersonal, small group, organizational, intercultural, mass communication, language and behavior, and nonverbal communication. Critical analysis of empirically based articles in the field. Social scientific research proposal required.

**Goals:** The goals of this course include teaching students the major paradigms and dominant theories in communication. Students should learn how to adeptly read and criticize empirical research, and also be able to conduct their own original research that is grounded in theory.

**Objectives:** The specific goals of the course are for students to 1) recognize the paradigms in the field, 2) understand the goal of theory, 3) evaluate theory critically, 4) locate relevant research, 5) apply key theories in various communication contexts, 6) read empirical articles with ease, 7) write an original theoretically grounded research proposal, and 8) use the Publication manual of the *American Psychological Association*.

**Required Reading:** West, R., & Turner, L. H. (2021). Introducing communication theory: Analysis and application (7th ed.). McGraw Hill.

Pyrczak, F., & Bruce, R. R. (2014). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (8th ed.). Pyrczak Publishing.

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

BeachBoard: Periodically, required reading will be posted.

Theory articles: Students are required to read the two articles selected for theory presentations.

**Recommended Reading:** Griffin, E. *A first look at communication theory*. McGraw Hill.

**Assessments:** Your evaluation in the course will be based on the following:

Journal article critique 50 points (11%)

Annotated bibliography 50 points (11%)

Draft #1 50 points (11%)

Draft #2 75 points (17%)

Final proposal 100 points (22%)

Theory presentation/facilitation 25 points (11%)

Theory presentation/facilitation 25 points (11%)

Final examination 75 points (17%)

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**450 TOTAL POINTS**

# Course Policies

**Grading:**Grading is distributed via “points” rather than “letter grades” on BeachBoard (see

https://www.csulb.edu/beachboard-support for help). The final grade earned in the class will be determined by considering the point distribution for the entire class as well as a standard normal curve (e.g., 100%–90% = A, 89%–80% = B, 79%–70% = C, 69%–60% = D, anything below 60% = F). All questions (and potential errors) regarding the points earned for any assignment or exam must be brought to the attention of the professor within one week of earning the score. If students have questions regarding a grade received, please allow a day to pass before speaking to the professor. Also, students should be sure to re-read their work and the professor’s comments before speaking to the professor. Remember that grades reflect the quality of the finished product, not the effort exerted on the product. **No changes or adjustments in points will be allowed after one week**.

**Late Work:** All assignments are due at the beginning of class. Any assignment turned in after

the beginning of class is considered late. Importantly, not all assignments are accepted late (see the directions for each assignment). If the assignment is accepted late, then the following penalties will apply:

-5 points = The assignment is received on the due date but after the beginning of

class

-10 points = The assignment is received one day after the due date

-15 points = The assignment is received two days after the due date

-20 points = The assignment is received three days after the due date

-25 points = The assignment is received four days after the due date

-30 points = The assignment is received five days after the due date

The assignment will not be accepted after five days of the due date. Work sent via email will not be accepted.

**Attendance:** Attendance at lectureis required. Part of the success of the course depends on

students being present physically and mentally. Therefore, it is also expected that students will actively participate in course discussion. Relatedly, students should show up on time, be prepared (i.e., have done the reading), not leave early, and not engage in any mediated communication (e.g., cell phone, text messaging). If the professor observes a student engaging in mediated communication, the student will be asked to leave the class for the remainder of the period. Students who miss a class must notify the professor. If class is missed and the professor is not notified ahead of time, 5 points will be automatically deducted from their total points in the class. Students who miss more than two classes will have 25 points automatically deducted from their total points earned in the class.

**Excused Absence:** In the case of an excused absence, exams and assignments will be

accepted late. The University Attendance Policy defines an excused absence as illness or injury to the student, death, injury, or serious illness of an immediate family member or the like, religious reasons, jury duty or government obligation, or university sanctioned or approved

activities. The policy can be read at: <http://www.csulb.edu/academic-senate/policy-statement-17->17-attendance-policy-supersedes-01-01. Students should provide the professor with written documentation of the absence (e.g., medical note from physician) within a week of returning to

class. If possible, please contact the professor prior to any due dates of the absence. In the case of an unexcused absence, students may be allowed to make up missed work. However, the highest score possible is a passing grade of 76% (e.g., if a student obtained a perfect score (100%) on the

missed exam, the grade will still be recorded as a passing grade of 76%).

**Extra Credit:**Extra credit in the course will NOT be offered.

**Withdrawal:** It is the student’s responsibility to withdraw from classes. Instructors have no

obligation to withdraw students who do not attend courses and may choose not to do so. Withdrawal from a course after the first two weeks of instruction requires the signature of the instructor and department chair and is permissible only for serious and compelling reasons. During the final three weeks of instruction, withdrawals are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student’s control and the assignment of an incomplete is not practical. Ordinarily, withdrawals in this category involve total withdrawal from the university.

**Accommodation:**In accordance with university policy, students seeking accommodation for a mental or physical disability must verify their eligibility through the Bob Murphy Access Center. Students requesting accommodation should contact the center as soon as possible (562) 985-5401 or [BMAC@csulb.edu](mailto:BMAC@csulb.edu)

**Academic dishonesty** on any course assignment will result in receiving zero points on the assignment and will be reported to the university. See the university’s policy or ask the professor if you are unsure of what behaviors constitute academic dishonesty: <https://www.csulb.edu/academic-senate/policy-statement-08-02-cheating-and-plagiarism%C2%A0supersedes-ps-77-5-and-85-19%C2%A0academic>

**Emergency:** Should an emergency occur on, or related to, campus, please be prepared by reading the following document: <https://www.csulb.edu/sites/default/files/groups/university-police/web_version_2019.pdf>

**Mental Health**: Your mental health is important. For many, the pandemic has been especially difficult. Importantly, there are campus resources to help. Counseling and Psychological Services (CAPS) are available to you for free by calling 562-985-4001 (24-hour access to a counselor by phone) or by visiting: <http://web.csulb.edu/divisions/students/caps/>

Asking for help is a sign of strength, not weakness.

The Long Beach Trauma Recovery Center offers free counseling services to people who have survived traumatic events: [https://www.csulb.edu/college-of-education/long-beach-trauma-recovery-center](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.csulb.edu%2Fcollege-of-education%2Flong-beach-trauma-recovery-center&data=04%7C01%7Cjessica.abrams%40csulb.edu%7C5c575dfacdf74c9a102e08d8b970ea7b%7Cd175679bacd34644be82af041982977a%7C0%7C0%7C637463241921801164%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=KP%2Fh2zorTOm5x%2BKsJwkSHuYhOFs%2B5lz6F3%2Fec1JLQI4%3D&reserved=0)

If you or a friend/loved one are having suicidal thoughts, please call the National Suicide Prevention Hotline at 1-800-273-8255 or visit: [https://suicidepreventionlifeline.org](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsuicidepreventionlifeline.org%2F&data=04%7C01%7Cjessica.abrams%40csulb.edu%7C5c575dfacdf74c9a102e08d8b970ea7b%7Cd175679bacd34644be82af041982977a%7C0%7C0%7C637463241921801164%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=pzDZqhNAF80ulrHMCuYSYVe0VqQTe4YDM5XBPLMsYtY%3D&reserved=0)

**Other Student Resources**:

* Student Center: <https://www.csulb.edu/enrollment-services/mycsulb-student-center>
* The Learning Center (Academic Coaching): https://www.csulb.edu/academic-advising-at-csulb/the-learning-center
* University Writing Center: <https://www.csulb.edu/university-writing-center>
* University Library: <https://www.csulb.edu/university-library>
* Academic Advising Services: https://www.csulb.edu/undergraduate-advising
* Office of the Dean of Students: https://www.csulb.edu/student-affairs/dean-of-students
* Student Health Services: <http://web.csulb.edu/divisions/students/shs/>

# TENTATIVE READING AND LECTURE SCHEDULE

**Week Day Date Lecture Topic & Assignments Reading**

**1** Tu 8/24 Self-introductions

Th 8/26 Course introduction

Select theory presentation dates

**2** Tu 8/31 What is theory? Ch. 2 & 3 (W&T)

Th 9/2 What is theory (cont.)? Ch. 1 (P&B)

**3** Tu 9/7 Reading and writing empirical research BeachBoard #1

Th 9/9 Introduction to the library

Workshop by Tiffini Travis

**4** Tu 9/14 Reading and writing empirical research (cont.) Ch. 1 (W&T)

Th 9/16 The scientific method BeachBoard #2

**5** Tu 9/21 Communication theory building BeachBoard #3

**Journal article critique DUE**

Th 9/23 Writing a proposal Appendix A & B (P&B)

Ch. 15 (P&B)

**6** Tu 9/28 Writing a proposal (cont.) Ch. 6 & 7 (P&B)

**Annotated bibliography DUE**

Th 9/30 Paper workshop (in office)

Writing titles & hypotheses Ch. 2-5 (P&B)

**7** Tu 10/5 Theory presentation: Ch. 4 (W&T)

Th 10/7 Theory presentation:

**Draft 1 DUE**

**8** Tu 10/12 Theory presentation:Ch. 6 (W&T)

Th 10/14 Theory presentation: Ch. 7 (W&T)

**9** Tu 10/19 Theory presentation:Ch. 5 (W&T)

Th 10/21 Theory presentation:Ch. 17 (W&T)

**10** Tu 10/26 Paper workshop (in office)

Writing methods Ch. 8–10 (P&B)

Th 10/28 Theory presentation:Ch. 8 & 9 (W&T)

**11** Tu 11/2 Theory presentation:

**Draft 2 DUE**

Th 11/4 Theory presentation:  Ch. 14 (W&T)

**12** Tu 11/9 Theory presentation: Ch. 24 (W&T)

Th 11/11 Veteran’s Day – NO CLASS (campus closed)

**13** Tu 11/16 Theory presentation: Ch. 13 (W&T)

Th 11/18 Final paper workshop (in office) Ch. 12 (P&B)

Writing discussion section

**14** Tu 11/23 Fall Break – NO CLASS (campus open)

Th 11/25 Fall Break – NO CLASS (campus closed)

**15** Tu 11/30 Theory presentation: Ch. 11 & 26 (W&T)

Th 12/2 Theory presentation:

**Final Paper DUE**

**16** Tu 12/7 Theory presentation:Ch. 12 (W&T)

Writing abstractsCh. 13 (P&B)

Writing results Ch. 11 (P&B)

Th 12/9 Becoming a researcher BeachBoard #4 &

#5 (optional)

**Final Exam on TUESDAY, DECEMBER 14, from 2:45pm–4:45pm**

# BEACHBOARD READING GUIDE

**Reading 1** Hentges, B., & Case, K. (2013). Gender representations on Disney Channel, Cartoon Network, and Nickelodeon Broadcasts in the United States.  *Journal of Children and Media, 7*(3), 319–333.

Drouin, M., Tobin, E., & Wygant, K. (2014). “Love the way you lie”: Sexting deception in romantic relationships. *Computers in Human Behavior, 35*, 542–547.

Groene, S. L., & Hettinger, V. E. (2016). Are you “fan” enough? The role of identity in media fandoms. *Psychology of Popular Media Culture*, *5*(5), 324–339.

Keys, J. (2016). Doc McStuffins and Dora the Explorer: Representations of gender, race, and class in US animation. *Journal of Children and Media, 10*(3), 355–368.

**Reading 2** Chaffee, S. H. (1991). *Communication concepts 1: Explication*. Sage Publications.

**Reading 3** Berger, C. R. (1991). Chautauqua: Why are there so few communication theories? Communication theories and other curios. *Communication Monographs, 58*, 101–113.

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

**Reading 4** Hample, D. (2008). Issue Forum: Breadth and depth of knowledge in communication: What should a new PhD know? *Communication Monographs, 75*(2), 111–135.

Roloff, M. E. (2008). What an interpersonal communication scholar should know. *Communication Monographs, 75*(2), 112–119.

Pfau, M. (2008). Tension between breadth and depth in mass communication education. *Communication Monographs, 75*(2), 119–126.

Putnam, L. L. (2008). Developing breadth in organizational communication doctoral training. *Communication Monographs, 75*(2), 127–135.

Pfau, M. (2008). Epistemological and disciplinary intersections. *Journal of Communication, 58*, 597–602.

Herbst, S. (2008). Disciplines, intersections, and the future of communication research. *Journal of Communication, 58*, 603–614.

**Reading 5** Timmerman, C., E. (2010). Forum responses: Has communication research made a difference? *Communication Monographs, 77*(4), 427–428.

Garcia-Jimenez, L., & Craig, R. T. (2010). What kind of difference do we want to make? *Communication Monographs, 77*, 429–431.

Koschmann, M. (2010). Communication as a distinct mode of explanation makes a difference. *Communication Monographs, 77*, 431–434.

Kramer, M. W. (2010). It depends on your criteria. *Communication Monographs, 77*, 434–436.

Manning, J. (2010). There is no agony like bearing an untold story inside you: Communication research as interventive practice. *Communication Monographs, 77*, 437–439.

Milburn, T. (2010). The relevance of cultural communication: For whom and in what respect? *Communication Monographs, 77*, 439–441.

Sprain, L., Endres, D., & Peterson, T. R. (2010). Research as a transdisciplinary networked process: A metaphor for difference-making research. *Communication Monographs, 77*, 441–444.

Berger, C. R (2010). Making a differential difference. *Communication Monographs, 77*, 444–451.

**JOURNAL ARTICLE CRITIQUE**

**Purpose:** The purpose of this assignment is to provide students practice with reading and evaluating quantitative research.

**Procedure:** Students should select a quantitative research article in an area of interest that is grounded in theory and published in the last ten years (i.e., 2011–present). Read the article and respond to the following questions:

1. Cite the article using APA Style.
2. Identify *and* justify the theoretical approach (empirical, interpretive, and critical).
3. Summarize what the researchers studied.
4. Identify *and* define the independent and dependent variables of the study.
5. Identify *and* briefly describe the theory or theoretical framework that was guiding the study.
6. How did the researchers use the theory to assist them in building their rationale?
7. What methodology was employed?
8. How were the variables operationalized?
9. Explain if the theory was supported.
10. What contribution does the article make to the theory?

**Format:** The paper should be 4–6 pages (number each answer), typed in Times New Roman using 12-point font, and double-spaced with 1" margins. Please put a cover sheet on the paper, and be sure your **name does not appear** **anywhere in the paper except on the cover sheet**.Any paper not **stapled** will not be accepted. Do not put your paper in a folder or binder. When you turn in your paper, include a **photocopy** of the article. See the syllabus regarding late work. **Due: September 21**.

**Grading Criteria:**

* Correct answers

**ANNOTATED BIBLIOGRAPHY**

**Purpose:** An annotated bibliography is a list of references the researcher has collected for a project. With this in mind, the purpose of this assignment is for students to begin collecting and familiarizing themselves with research that is relevant to their research proposal.

**Procedure**: Students should conduct research on their topic. They should identify *published* articles and book chapters that are relevant to their topic, variables, and theory. Students should read each reference and then select 15 sources to annotate for the bibliography. Of these 15 sources, 10 must be quantitative journal articles. Critical pieces are not permitted.

**Format**: Each reference should be formatted according to APA Style *and* briefly annotated. The annotation should describe the reference, and importantly, the annotation should also address the utility of the reference for the project. In other words, answer how the reference is useful to the proposal. The annotation is expected to be short and concise, but complete (no more than 150 words). The bibliography should be typed in Times New Roman using 12-point font, and double-spaced with 1" margins. Please put a cover sheet on the paper, and be sure your **name does not appear** **anywhere in the paper except on the cover sheet**.Any paper not **stapled** will not be accepted. Do not put your paper in a folder or binder. See the syllabus regarding late work. **Due: September 28**.

**Grading Criteria:**

* Adherence to APA Style (7th ed.)
* Description of the reference
* Explanation of why the reference is useful
* Research skills (i.e., research is exhaustive)

**RESEARCH PROPOSAL**

**Purpose:** The purpose of this assignment is for students to learn how to write a theoretically grounded research proposal. Through this assignment, students should improve their understanding of the role of theory in research, how to test theory, and how to develop an original piece of research.

**Procedure:** Students will select a communication topic of interest. While researching their topic, students should identify the theory(ies) and variables that are most prominent in their topic area. Next, students should narrow their focus by selecting one theory to help them explain their topic. At the same time, students should select the variables (no more than two) they propose to examine through the lens of the theory. Students should then use the literature on the theory and the variables to build a deductive argument that culminates in an original hypothesis or research question. The paper will be completed in three steps. All three steps are graded.

* **Literature Review: Draft 1**

This formal paper should reflect the core focus of the research project. Using deductive logic, students should rely on the literature they gathered thus far to:

* + Introduce the reader to the topic under investigation
  + Briefly introduce the theory that will be used to investigate the topic
    - Explain how the trends and themes in the literature support the utility of the theory in examining the topic
  + Relying on the theory, build a rationale for the hypotheses by (this section of the paper should be the largest)
    - Identify the variables of interest
      * Provide the conceptual definitions of the independent and dependent variables (cite references from where definitions are derived)
    - Use the literature on the theory and variables to justify how the theory explains the hypothesis or research question
      * Develop an original hypothesis or research question
      * The paper should terminate with the hypothesis or research question

\***Note**: Students are not expected to have completed their research on the topic when writing this draft. However, they are expected to have a solid grasp of the topic, variables, and theory.

**Format:** The paper should be approximately 5–7 pages, typed in Times New Roman using 12-point font, and double-spaced with 1" margins. The paper must follow APA Style (e.g., citations, numbered pages, title page, running head). Any paper not **stapled** will not be accepted. Do not put your paper in a folder or binder. See the syllabus regarding late work. **Due: October 7**.

**Grading Criteria:**

* + - Writing clarity
    - Organization
    - Logic of the rationale
    - Explication
    - Research skills (i.e., research is exhaustive and claims are supported)
* **Literature Review: Draft 2**

This formal paper should constitute a thorough and complete literature review. This draft is similar to the first; however, students should have continued their research and be in a position to flesh out some of the details in the literature and rationale that were missing in the first draft.Students should also incorporate the professor’s feedback from Draft 1. Using deductive logic, students should rely on their literature to:

* + Introduce the reader to the topic under investigation
    - Provide a rationale for the topic
  + Introduce the theory being used to investigate the topic
    - Elucidate how the tenets of the theory support an understanding of the topic
  + Explicate how the theory helps explain the topic
    - Review and interpret relevant literature on the topic from the premise and tenets of the theory.
      * Identify the variables of interest
        + Provide the conceptual definitions of the variables (i.e., cite references of the definitions)
      * Rely on the literature to develop a deductive argument for investigating the variables selected. In other words, point out the strengths, weaknesses, or gaps in existing literature to help build the argument for how or why the variables are important or related
      * Keep theory prominent in the paper. Remember, the theory is providing the explanatory mechanism for the variables selected
    - Generate one original hypothesis or research question. Specifically, the hypothesis or question should not have been previously addressed by researchers. Instead, use previous research to help guide and develop a new hypothesis or question

**Format:** The paper should be approximately 7–9 pages, typed in Times New Roman using 12-point font, and double-spaced with 1" margins. The paper must follow APA Style (e.g., citations, numbered pages, title page, running head). Any paper not **stapled** will not be accepted. Do not put your paper in a folder or binder. See the syllabus regarding late work. **Due: November 2**.

**Grading Criteria:**

* + - Writing clarity
    - Organization
    - Logic of the rationale
    - Explication
    - Research skills (i.e., research is exhaustive and claims are supported)
    - Feedback from first draft is incorporated
* **Final Proposal**

The final paper is a complete research proposal. The proposal should appear and read like any literature review in a quantitative research article**.** The proposal should take into account all of the feedback received on the previous drafts and demonstrate all-around greater intellectual growth and maturity in writing and researching about the topic and theory.

**Format:** The paper should be a maximum of 10 pages, typed in Times New Roman using 12-point font, and double-spaced with 1" margins. The paper must follow APA Style (e.g., citations, numbered pages, title page, running head) and have at least 15 references. Any paper not **stapled** will not be accepted. Do not put your paper in a folder or binder. **Also, turn in both previous papers**. See the syllabus regarding late work. **Due: December 2**.

**Grading Criteria:**

* + - Writing clarity
    - Organization
    - Logic of the rationale
    - Explication
    - Research skills (i.e., research is exhaustive and claims are supported)
    - Feedback from second draft is incorporated

**THEORY PRESENTATION & DISCUSSION FACILITATION**

**Purpose:** The purpose of the theory presentation and discussion facilitation is to teach the class about a theory and then facilitate a discussion about how the theory has been used in research. Presentations/facilitations will occur on the day the context appears in the syllabus on p. 17. This assignment will not be accepted late.

**Procedure:** Students will select a theory from a major context in communication (see p. 17) and present it to the class. Immediately following the presentation, students will then facilitate a discussion about the theory based on how it was used in two quantitative articles.

**Presentation Format:** This is a 20-minute formal presentation that should be designed to teach the class about the theory. Presenters may utilize whatever reference material they find useful to learn about the theory; however, they should be sure to consult the original theoretical exposition. The presentations are expected to be informative and engaging; therefore, presenters should use whatever material they want to teach the theory to the class (e.g., PowerPoint, handouts, media). **An electronic copy of the presentation must be sent to everyone in the class by 3:00pm on the day of the presentation or 5 points will deducted from the presentation/facilitation grade for each day the presentation is late.** The electronic copy should include a reference list (using APA Style) that cites the works used in the presentation. In the presentation, the presenter should teach the class about the theory by addressing the following:

* Who created the theory?
* Why was the theory developed?
* Summarize the theory
* Identify *and* explain the central assumptions of the theory
* Identify *and* define the key variables of the theory
* Explain how the variables relate to each other and the theory

**Facilitation Format:** The presenter should facilitate a 15-minute informal discussion about how the theory has been used in research by selecting two quantitative articles that rely on the theory (published from 2011 to present) for the class to read prior to the facilitation. **The articles must be sent to everyone in the class at least one week before the presentation/facilitation (i.e., by 11:59pm Tuesday or Thursday) or 5 points will deducted from the presentation/facilitation grade for each day the articles are late**. The facilitator should ensure the classes’ comprehension of the theory as well as lead a stimulating discussion about the theory via the articles. While the facilitator is not expected to be an expert on the theory, the facilitator must show command of, and be conversant in, the theory. The facilitator should demonstrate thoughtful reflection on the theory by asking probing questions that generate dialogue (i.e., open-ended questions), and the environment created should be interactive, positive, and supportive of learning. Finally, remember the job of a facilitator is to facilitate, not dominate. In other words, the class, rather than the facilitators, should do the majority of the talking.

Grading will be based on:

* Demonstration of theory comprehension
* Presentation skills (verbal and nonverbal)
* Quality of questions/discussion during facilitation
* Leadership skills
* Class involvement
* Use of time (significantly under or over time will be penalized)

**Theory Options**

Intrapersonal

Cognitive Dissonance Theory

Expectancy Violations Theory

Attribution Theory

Interpersonal

Social Exchange Theory

Social Penetration Theory

Uncertainty Reduction Theory

Interpersonal II

Communication Privacy Management Theory

Attachment Theory

Interpersonal Deception Theory

Persuasion

Elaboration Likelihood Model

Social Judgment Theory

Organizational

Structuration Theory

Intercultural

Anxiety Uncertainty Management Theory

Face Negotiation Theory

Intergroup

Social Identity Theory

Communication Accommodation Theory

Media

Uses and Gratification Theory

Agenda Setting

Cultivation Theory

Spiral of Silence

Computer Mediated Communication

Social Information Processing

Social Identity Model of Deindividuation

**FINAL EXAM**

**Purpose:** The purpose of the final exam is to test students’ comprehension of the material

covered in the course.

**Procedure:**The final exam will be taken in class on the day/time the exam is scheduled by

the university (**Wednesday, December 14, from 2:45pm–4:45pm**). In an effort to assess

overall student learning, students will be asked fundamental questions about

communication theory and application questions that integrate concepts and theories covered in

the course, including the theories presented.

**Format:** The exam will be short answer. Students must bring a large Green Book to the final exam to answer the exam questions.