

The University of Puerto Rico, Rio Piedras Campus
College of Humanities
English Department
Spring 2021

3275 Theories of Human Communication

Class Meetings: Monday-Wednesday 1:00-2:20 pm

We will meet once-a-week via Gmeets: Wednesday 1:00-2:20 pm

Professor: Marisol Joseph-Haynes

Office: Gmeets—for now

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Office Hours: M-W 9:00-11:45 By appointment

Phone# (787)6175614

Course Description: An introduction to the nature and functions of human communication theories.

Specific goals:

- to learn about theories developed in the field of Human Communication, Speech Communication and Communication Studies.
- to learn about the differences between scientific, socio-behavioral and interpretative theories.
- to understand how context impacts theoretical explanations of human communication practices (interpersonal, small-groups, organizational, mass comm and intercultural environments)

Things you should know about what I expect from your work in this class:

1. TO study, retain and recall information divulged by academic reports
2. TO attend class regularly
3. TO participate assertively in class discussions
4. TO ask smart questions
5. TO use critical and active listening skills when not speaking
6. TO complete readings and turn in assignments on time
7. TO prepare supplementary assignments and reports as required
8. TO share with me any concern/s you might have about your progress in this course.

TEXTBOOK :

A First Look at Communication Theory—9th Edition (2014) by Em Griffin (Wheaton College, emeritus) Andrew Ledbetter (TCU), and Glenn Sparks (Purdue).

This course will use, multimodal strategies of teaching (Certificación Núm. 112 2014-2015 de la Junta de Gobierno)

Grading: Your final grade will be composed of:

Items	Points	Percentage
4 Critical essays	200points (50 points each)	50%
Annotated bibliography	100 points	25%
Class attendance: <ul style="list-style-type: none"> ➤ Synchronic meetings (Gmeets) ➤ Asynchronous assignments—Moodle ➤ active in-class participation ➤ oral presentations 	100 points	25%
Total	400 point	100%

Grading Scale:

400-360 pts. A
 359-320 pts. B
 319-280 pts. C
 279-240 pts. D
 Below 239pts F

*****Students with special needs will be graded accordingly.

Class Attendance (100 pts): **Attendance to class is mandatory.** Violation of this policy will seriously your academic standing in the course. Anyone absent more than 3 classes without being excused by the Instructor will fail automatically = F. You should notify your professor of any absences due to medical conditions or any other reason in advance.

Students Rights & Responsibilities

A. Grievances Students with a grievance against another student in this class or students with a conflict with the instructor are referred to the grievance procedures outlined in the Student Handbook. It says, in part, "in academic matters such as a grade complaint, the student should first speak with his or her professor. The normal hierarchy then leads to the department chairperson, dean of the college, and provost."

B. Cheating & Plagiarism

Students are reminded that cheating and plagiarism will not be tolerated. Even one incident of cheating or plagiarism is grounds for failing the course or more serious action by the university. Please study carefully the University policies on cheating and plagiarism that are detailed in the UPR Student Handbook. C. Special accommodations (Law 51): For those students who are registered with the Rehabilitation Services Administration or students who are in need of special accommodations, please let me know on the first day of class. Possible arrangements dealing with assistive technology or equipment you may need should be coordinated through the Disability Services Office (OAPI) of the UPR-RRP, Dean of Students Affairs.

Normative on sexual harassment:

"The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional policy Against Sexual Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any students subjected to acts constituting sexual harassment, must turn to the Office of Dean of Students, and/or the Coordinator of the Office of Compliance with the Title IX for an orientation and/or formal complaint."

Below, you will find the class schedule and due dates for assignments. This is SUPER-important. Do NOT lose this syllabus!

CLASS SCHEDULE (due to changes)

Date	Class Topic	Assignment Due	Terms	Readings
Week 1 Jan 20	INTRO			
Week 2 Jan 25-27	INTRO		What to expect from class: 1-Understanding the fields of communication and linguistics knowledge in human science	How do you know?
Week 3 Feb 1-3	Knowledge Production -Theories and communication context. Units of analysis.	Types of theories: -Positivist -Systems -Interpretative -Critical	a-episteme b. epistemology c. knowledge d. communication context. e. academic reports	Chapters 1-4 Text book
Week 4 Feb 8-10	Interpersonal communication theories	Identify main theoretical claims. Turn in essay #1		Text book chapters: 5 and 6
Week 5 Feb 15-17	Interpersonal communication theories	Identify main theoretical claims		Text book chapters: 7 and 8
Week 6 Feb 22-24	Small groups Influence on perception Source of credibility	Bring to class ONE journal article from the journals listed. Come prepare to present and discuss it with classmates. Turn in essay #2	APA Reference How to use academic database/searching tools	Text book chapters
Week 7 March 1-3	Speech Communication: The rhetoric Public sphere and communicative action Intro to ways of knowing Outlining research		Outlining research Reports in class Annotated biblio	Text book chapters

	How to do an annotated bibliography.			
Week 8 March 8-10	Speech Communication: The rhetoric Public sphere and communicative action			Chapter 22, 23, 24
Week 9 March 15-17	Organizational communication theories		Strategic communication	Text book chapters: 20
22-24	Organizational communication theories		Strategic communication	Text book chapters 21
Week 11 March 29-31	Mass communication theories	Turn in essay #3		Text book chapters 25
Week 12 April 5-7	Mass communication theories			Text book chapters
Week 13 April 12-14	Cultural studies	Definition of concepts: -text -ethnography and communication -discourse	Understanding ethnography text. -ethnography of communication. -Discourse	Text book chapters 31 and 32
Week 14 April 19-21	Cultural studies	Definition of concepts: -text -ethnography and communication -discourse	-Understanding ethnography text. -ethnography of communication. -Discourse	Text book chapters 33 and 34
Week 15 April 26-28	Overview _Why should we know about communication theories?	Turn in essay #4		
Week 16 May 3-5	Presentations	Annotated bibliographies	Feedback	
Week 17	Presentations END of SEMESTER	Annotated bibliographies	Feedback	
Week	Grades for review Grades will be posted			

References and additional reading material

Atkinson, Paul A. (1992) *Understanding Ethnographic Texts*. UK: Sage Publications.

Baxter, Linda and Babbie, Earl R. (2004) *The Basics of Communication Research*. NY: Wadsworth.

Bryman, A. (1992). *Quantity and Quality in Social Reserch*. London: Routledge.

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Chaudron, C. (2003) Data collection in SLA research. In *Handbook of Second Language Acquisition*, eds. C. J. Doughty and M. H. Long. Malden, MA: Blackwell. Pp. 762-828.

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Colombo, J. (1982) The critical period concept: research, methodology and theoretical concerns. *Psychological Bulletin* 91, 260-275

Crabtree, B.F. and Miller, W.L., eds. (1992). *Doing Qualitative Research*. CA: Sage.

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Gumperz, J. J. (1982b). *Language and social identity*. Cambridge: Cambridge University Press.

Fetterman, D.M. (1989). *Ethnography Step-by-Step*. CA: Sage.

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Lincoln, Y.S. and Guba, E.G. (1985). *Naturalistic Inquiry*. CA: Sage.

Long, M. H. (1993) Second language acquisition as a function of age: research findings and methodological issues, in K. Hyltenstam and A. Viberg, eds. *Progress and regression in language*. Cambridge: Cambridge University Press.

Moerman, M. (1988). *Talking culture: Ethnography and conversation analysis*. Philadelphia: University of Pennsylvania Press.

Polkinghorne, Donald E. (1983) *Methodologies of the Human Sciences: Methods of Inquiry*. NY: SUNY Press.

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Porte, G. K. (2002) *Appraising research in second language learning. A practical approach to critical analysis of quantitative research*. Amsterdam: John Benjamins.

Reinhard Köhler. (1995) *Bibliography of Quantitative Linguistics*.

Sorace, A. and D. Robertson. (2001) *Measuring development and ultimate attainment in non-native grammars*. In C. Elder, et al. (eds.). *Experimenting with uncertainty. Essays in honour of Alan Davies*. Cambridge: Cambridge University Press. Pp. 264-274.

Tannen, D. (1984a). *Conversational style: Analyzing talk among friends*. Norwood, NJ: Ablex.

Tannen, D. (1984b). *The pragmatics of cross-cultural communication*. *Applied Linguistics*, 5(3), 189-195.

Tannen, D. (1985). *Cross-cultural communication*. In T. van Dijk (Ed.), *Handbook of discourse analysis: Vol. 4. Discourse analysis in society*, (pp. 203-215). London: Academic Press.

Tannen, D. (1986). *Discourse in cross-cultural communication [Special issue]*. *Text*, 6(2).

Tannen, D. (1994). *Gender and discourse*. New York: Oxford University Press.

REFERENCE MATERIALS

SOURCE: http://essayinfo.com/essays/critical_essay.php

Critical Essay The word "critical" has positive as well as negative meanings. You can write a critical essay that agrees entirely with the reading. The word "critical" describes your attitude when you read the article. This attitude is best described as "detached evaluation," meaning that you weigh the coherence of the reading, the completeness of its data, and so on, before you accept or reject it.

A critical essay or review begins with an analysis or exposition of the reading, article-by-article, book by book. Each analysis should include the following points:

1. A summary of the author's point of view, including:
 - *a brief statement of the author's main idea (i.e., thesis or theme)
 - *an outline of the important "facts" and lines of reasoning the author used to support the main idea
 - *a summary of the author's explicit or implied values
 - *a presentation of the author's conclusion or suggestions for action

2. An evaluation of the author's work, including:
 - *an assessment of the "facts" presented on the basis of correctness, relevance, and whether or not pertinent facts were omitted
 - *an evaluation or judgment of the logical consistency of the author's argument
 - *an appraisal of the author's values in terms of how you feel or by an accepted standard

Once the analysis is completed, check your work! Ask yourself, "Have I read all the relevant (or assigned) material?" "Do I have complete citations?" If not, complete the work! The following steps are how this is done.

Now you can start to write the first draft of your expository essay/literature review. Outline the conflicting arguments, if any; this will be part of the body of your expository essay/literature review.

Ask yourself, "Are there other possible positions on this matter?" If so, briefly outline them. Decide on your own position (it may agree with one of the competing arguments) and state explicitly the reason(s) why you hold that position by outlining the consistent facts and showing the relative insignificance of contrary facts. Coherently state your position by integrating your evaluations of the works you read. This becomes your conclusions section.

8 Briefly state your position, state why the problem you are working on is important, and indicate the important questions that need to be answered; this is your "Introduction." Push quickly through this draft--don't worry about spelling, don't search for exactly the right word, don't hassle yourself with grammar, don't worry overmuch about sequence--that's why this is called a "rough draft." Deal with these during your revisions. The point of a rough draft is to get your ideas on paper. Once they are there, you can deal with the superficial (though very important) problems.

Consider this while writing:

- The critical essay is informative; it emphasizes the literary work being studied rather than the feelings and opinions of the person writing about the literary work; in this kind of writing, all claims made about the work need to be backed up with evidence.
- The difference between feelings and facts is simple--it does not matter what you believe about a book or play or poem; what matters is what you can prove about it, drawing upon evidence found in the text itself, in biographies of the author, in critical discussions of the literary work, etc.
- Criticism does not mean you have to attack the work or the author; it simply means you are thinking critically about it, exploring it and discussing your findings.
- In many cases, you are teaching your audience something new about the text.
- The literary essay usually employs a serious and objective tone. (Sometimes, depending on your audience, it is all right to use a lighter or even humorous tone, but this is not usually the case).
- Use a "claims and evidence" approach. Be specific about the points you are making about the novel, play, poem, or essay you are discussing and back up those points with evidence that your audience will find credible and appropriate. If you want to say, "The War of the Worlds is a novel about how men and women react in the face of annihilation, and most of them do not behave in a particularly courageous or noble manner," say it, and then find evidence that supports your claim.
- Using evidence from the text itself is often your best option. If you want to argue, "isolation drives Frankenstein's creature to become evil," back it up with events and speeches from the novel itself.
- Another form of evidence you can rely on is criticism, what other writers have claimed about the work of literature you are examining. You may treat these critics as "expert witnesses," whose ideas provide support for claims you are making about the book. In most cases, you should not simply provide a summary of what critics have said about the literary work.

- In fact, one starting point might be to look at what a critic has said about one book or poem or story and then a) ask if the same thing is true of another book or poem or story and 2) ask what it means that it is or is not true.
- Do not try to do everything. Try to do one thing well. And beware of subjects that are too broad; focus your discussion on a particular aspect of a work rather than trying to say everything that could possibly be said about it.
- Be sure your discussion is well organized. Each section should support the main idea. Each section should logically follow and lead into the sections that come before it and after it. Within each paragraph, sentences should be logically connected to one another.
- Remember that in most cases you want to keep your tone serious and objective.
- Be sure your essay is free of mechanical and stylistic errors.
- If you quote or summarize (and you will probably have to do this) be sure you follow an appropriate format (APA format is the most common one when examining communication and sociological topics) and be sure you provide a properly formatted list of works cited at the end of your essay

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SOURCE: www.materials.ac.uk/guides/casestudies.asp

What Is a Case Study?

It is now documented that students can learn more effectively when actively involved in the learning process (Bonwell and Eison, 1991; Sivan et al, 2001). The case study approach is one way in which such active learning strategies can be implemented in our institutions. There are a number of definitions for the term case study. For example, Fry et al (1999) describe case studies as complex examples which give an insight into the context of a problem as well as illustrating the main point. We define our case studies as student centered activities based on topics that demonstrate theoretical concepts in an applied setting. This definition of a case study covers the variety of different teaching structures we use, ranging from short individual case studies to longer group-based activities. In our experience of using case studies, we have found that they can be used to:

- Allow the application of theoretical concepts to be demonstrated, thus bridging the gap between theory and practice.
- Encourage active learning.

- Provide an opportunity for the development of key skills such as communication, group working and problem solving.
- Increase the students' enjoyment of the topic and hence their desire to learn.