

**COMMUNICATION STUDIES 20223: Communication Theory
Tuesdays & Thursdays 11:00 AM-12:20 PM, Class #74026**

Syllabus, Fall Semester 2021

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Office Hours: Tuesdays & Thursdays, 12:30-1:30; by appointment

Course Text: Griffin, E., Ledbetter, A., & Sparks, G. (2019). *A First Look at Communication Theory* (10th ed.). New York: McGraw-Hill. There are several ways to get the book, such as at the bookstore. The least expensive may be to purchase a digital copy from Amazon (\$33.00 last I checked; <https://www.amazon.com/First-Look-Communication-Theory/dp/1259913783>).

Course Description

From TCU's course catalog: Applies communication theory and practice to a broad range of communication phenomena in intrapersonal, interpersonal and public communication settings.

You are about to embark on an exciting adventure through the world of communication theory. In some sense, you already inhabit this “world”—you communicate every day, and you may even be very good at it. But, if you’re like me, sometimes you might find yourself wondering: *Why did she say that? Why did I say that in response? Was there something that I could have said that would have been more effective? How could I communicate better with my friends? My parents? At school? At work?* If you’ve ever asked any of these questions—and it would be hard for me to believe that there is anyone who hasn’t!—then this course is for you! By the end of our time together, I hope you will come to a deeper, fuller understanding of the power and importance of human communication. For a list of communication questions we’ll explore in this course, see the last page of the syllabus.

By the end of this course, you will be able to:

1. Understand the essential features of prominent theories of human communication.
2. Interpret communication scenarios with communication theory.
3. Compare and contrast insights provided by multiple communication theories.
4. Critique communication theories according to the standards appropriate for the theory’s metatheoretical tradition (i.e., scientific, interpretive, or both).

ACADEMIC REQUIREMENTS MET BY THIS COURSE

- This course does not fulfill any TCU Core requirements.
- This course fulfills credit toward a minor in communication studies, but is not required for the minor.
- This course is required for a communication studies major. You must achieve a C grade or better and a 2.5 GPA average between this course and interpersonal communication (COMM 20113) in order to enroll in organizational communication (COMM 30163), which is also a required course for the communication major.
- This course serves as a prerequisite for several other communication studies courses. See the university catalog for more information.

COURSE-SPECIFIC POLICIES

1. Class Attendance and Participation: In college courses, I don't believe in awarding points based on attendance—your voluntary presence in college and enrollment in this course suggests to me that you have a passionate interest in learning this material! However, I do believe that course attendance is the best and easiest way to learn the course material and thus earn a good grade in this course. As a teacher, I commit to making class time valuable for you as a student. Likewise, I hope you will believe that attending class is a valuable use of your time! I will take attendance every day, and if you are not attending class regularly, I will contact Campus Life to inform them of this.

Note that this is an in-person class. That means that Zoom will not be an option for remote participation. I understand that situations may arise that make it impossible for you to attend class (such examples include serious illness, quarantining due to COVID exposure, death of a family member or close friend, jury duty, cultural and religious holidays, and university-sponsored events such as participation on a sport team). If you miss class, I recommend contacting a classmate to get notes from the day. If you missed a graded activity due to an excusable absence, please contact me as soon as possible so we can plan how you will make it up.

For the good of others in the class, if you are engaging in any behavior that is disruptive to me or other students, I will ask you to stop such behavior. If you do not do so, you will be asked to leave the class for the day.

2. Deadlines: These are specified in the details about each assignment (see below). I will accept late work, but an assignment's tardiness will influence how I read and grade the assignment. As a general rule, assignments turned in within 24 hours of the due date will receive approximately half credit, and assignments submitted over 24 hours late will receive minimal or no credit.

I understand that legitimate situations arise when work cannot be submitted on time (see the list of reasons for excusable absences above). If such a situation arises, please notify me **as soon as possible!** Specifically, for situations that can be anticipated in advance (e.g., a religious holiday), you should notify me sometime during the first week of class. My willingness to grant an extension will be based on (a) the legitimacy of the situation (including ability to document it upon request) and (b) your timeliness in notifying me of it. Please note that assignments administered prior to your enrollment in the class cannot be made up under any circumstance.

TCU's policy for religious observances and holidays: "Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University." For more details, see <http://faith.tcu.edu/wp-content/uploads/2020/09/TCU-Religious-Holidays-Policy.pdf>

3. Recording Class Sessions: Class sessions contain my own and others' intellectual property. Except when I have granted prior written approval, recording audio or video from class sessions is prohibited and will be treated as academic misconduct.

4. E-mail Availability: During weekdays, I generally (though not always) check my e-mail frequently between the hours of 9 AM and 4 PM. I will respond to your email within 24 hours during weekdays.

5. Grade discussion and changes ("24/7 policy"): If you have questions about any grade you receive in the course, I am more than willing to discuss your grade with you! However, I find that such discussion tends to be more effective after some time has passed since when you learned your grade—thus, I have a "24/7" grade discussion policy. Unless the issue is minor, I ask that you please refrain from discussing your grade with me until after 24 hours have elapsed after receiving the graded copy of your assignment. Be sure to check returned papers on a computer—I offer feedback using the track changes feature in Word, and such comments don't always show up on mobile devices. After you receive your graded assignment, you have one week (7 days) to discuss your grade. After that week has elapsed, the grade is final and will not be changed for any reason. Note that the 24/7 policy does not preclude your right to initiate a grade appeal according to procedures outlined in the TCU Student Handbook (http://www.studenthandbook.tcu.edu/student_handbook.pdf; pp. 26-27). (For grade changes on assignments/exams at the end of the term, please see the note below.)

Grade changes for completed assignments are rare. Such changes only will occur when, with clear, logical argumentation, you can show me that the grade I assigned is inconsistent with the expectations laid out in the assignment sheet and rubric, the course materials (e.g., the readings), and your submitted work. **Grade changes will NEVER be given based on external circumstances (e.g., loss of scholarship money or ability to graduate), the amount of effort invested in the assignment (grades are assigned by the quality of the submitted work, not effort), or simple desire (e.g., wanting to earn a "B").**

Please also note: Individual requests for extra credit will always be denied. If extra credit is available, it will be offered to the entire class.

6. My commitment to ideological diversity. Academia cannot function properly unless all of its members experience freedom to express their views without fear of personal attack. In order to create a classroom environment that supports respectful, critical inquiry through the free exchange of ideas, the following principles will guide our work:

- Treat every member of the class with respect, even if you disagree with their opinion;
- Reasonable minds can differ on any number of perspectives, opinions, and conclusions;
- Because constructive disagreement sharpens thinking, deepens understanding, and reveals novel insights, it is not just encouraged, it is expected;
- All viewpoints are welcome;

- No ideas are immune from scrutiny and debate;
- The purpose of this classroom is to discover, explore, and debate ideas, not to engage in political activism or political persuasion;
- You will not be graded on your opinions.
- (Drawn from Debra Mashek, <https://heterodoxacademy.org/teaching-heterodoxy-syllabus-language/>)

7. Communication with parents: In high school, your parents likely had complete access to your academic record. As a college student (and for most of you, as legal adults), by federal law that is no longer the case. The Family Educational Rights and Privacy Act (FERPA; also known as the Buckley Amendment), passed in 1974, requires that colleges and universities keep your academic records private, even from your parents, unless you give consent. For information on TCU's compliance with FERPA, and how to grant your parents or others access to your academic information, see <http://www.reg.tcu.edu/privacy.asp>.

Please also note that waiving FERPA restrictions for a parent (or another person) only means that a professor may discuss your grade with the parent—it does not require a professor to do so. Therefore, I will not discuss your academic performance in this class with your parents or other individuals under any circumstances, even if you have waived your FERPA rights. You are an adult, and I believe that your personal growth as an adult will only occur as you take initiative and responsibility for your own academic career, including discussing concerns with me in a timely fashion. If you do have questions about your academic record in this class, of course I am more than happy to speak with you individually about it.

8. Changes to the Syllabus: Although I've made every effort to craft this syllabus as accurately as possible, sometimes unforeseen events arise, including but not limited to inclement weather days, instructor illness, global pandemics, relevant current events that merit class discussion, or the availability of guest speakers. I reserve the right to make changes in the syllabus as the semester progresses, including but not limited to changes in the course schedule, grading criteria, and attendance policies. Substantive syllabus changes will be communicated to you via e-mail, via announcement in class, and on some occasions also by announcement on TCU Online. You are responsible to check your e-mail, come to class, and visit TCU Online to receive such announcements.

In all cases, the most recent version of the syllabus posted on TCU Online supersedes all previous versions. Also, a change in one portion of the syllabus does not invalidate any other portion of the syllabus. Likewise, if one portion of the syllabus is found to be invalid by a university or legal authority, that decision shall apply to that portion of the syllabus only, and the validity of the remainder of the syllabus shall remain intact.

TCU POLICIES

9. COVID policies: For current information regarding TCU's policies on COVID, please visit <https://tcu.edu/protect-the-purple/index.php>. This class will follow TCU's policies regarding masks. If masks are required campus-wide, they are required in this class; if masks are not required by TCU, they will not be required in this class.

The health and safety of students, faculty, and staff is Texas Christian University's highest priority. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.

In addition, you must notify the Campus Life Office immediately at 817-257-7926 or use the TCU COVID-19 Self-Report Hotline, 817-257-2684 (817-257-COVI). Campus Life will inform your professors that you are unable to attend class and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: <https://www.cdc.gov/coronavirus>.

If you are unwell but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

10. Academic Misconduct: TCU's mission is "to educate individuals to think and act as ethical leaders and responsible citizens in the global community." The ideals of ethics and responsibility are completely incompatible with academic misconduct.

Sec. 3.4 from the TCU Code of Student Conduct: Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog. Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore. [I reserve the right to examine submitted papers using the turnitin.com plagiarism detection service. Normally this will occur automatically when you submit your paper to TCU Online, and in other cases I may upload your paper to the service myself.]
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned,

leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic misconduct.

Please also note that TCU's academic misconduct policy forbids submitting the same paper (or portions thereof) to multiple classes without prior instructor approval. You can find more information about academic misconduct at TCU in the Student Code of Conduct (Section 3.4), <https://tcu.codes/code/index>.

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>. **Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct** (this policy may be found in the Student Handbook at <https://tcu.codes/code/index/>), **and may also constitute Academic Misconduct or Disruptive Classroom Behavior** (these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

In this course, paying money to another student currently in the course for information such as class notes, completed review sheets, and so forth is considered a form of academic misconduct.

Exam and quiz material is my own intellectual property. **Taking photographs, videos, or any other copies of quiz or exam materials is academic misconduct, as is distributing such material to other people in any form, publicly and/or privately, or receiving such material from others. This includes via learning websites such as Quizlet. Likewise, if you discover that such material is being or has been distributed, you must tell me immediately, or else you are complicit in that academic misconduct.**

I reserve the right to record exams and quizzes on video, using any device of my choosing, to identify academic misconduct during those exercises.

If you have questions concerning what constitutes academic misconduct, please discuss this with me ahead of time. Not knowing the definition of academic misconduct does not excuse you from the consequences. **In this course, any form of academic misconduct will result in automatic failure (i.e., grade of "F") for the relevant assignment(s) and recommendation to the academic dean that**

the offender be dropped immediately from the course with a grade of "F". In a group project, all project members will, by default, receive the same penalty. TCU's undergraduate and graduate catalogs provide information about appeal procedures in cases of alleged academic misconduct.

11. Disclosure of Financial Benefit: Because I am a co-author of the textbook assigned for this course (*A First Look at Communication Theory*, 10th edition), TCU policy requires that I disclose my financial benefit from assignment of the text. The team of authors receives 15% of the net income from a sale of a new book or a rental. I receive 40% of that 15% (i.e., 6.0%, or \$0.06 per \$1 of McGraw-Hill's net income from the book).

In addition to purchasing a print or digital version of the book, rental options (both print and digital) are available. I hope you will do whatever you can to minimize your cost for legally procuring the text.

12. Student access and accommodation: Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. If approved for accommodations, students are required to discuss their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567.

Audio recordings of class lectures may be permitted as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated.

13. Statement on TCU's Discrimination Policy: TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The **Office of Institutional Equity (OIE)** is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review [TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation](#) or to review [TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation](#).

To make a report, you may call OIE at 817-257-8228, email oi@tcu.edu, visit us at The Harrison, Suite 1800 or click here: [Make a Report](#).

[To learn about the Campus Community Response Team \(CCRT\) and Report a Bias Incident click here: https://inclusion.tcu.edu/campus-community-response-team/](https://inclusion.tcu.edu/campus-community-response-team/)

14. Title IX: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information your share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator.

TCU's Title IX Coordinator works within OIE. Andrea Vircks-McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email ois@tcu.edu or a.vircks@tcu.edu, or make a report [here](#). Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.

ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

Students can receive confidential support and academic advocacy via the following resources:
Campus Advocacy, Resources & Education
www.care.tcu.edu | 817-257-5225

Counseling & Mental Health Center
www.counseling.tcu.edu | 817-257-7863

Religious & Spiritual Life
www.faith.tcu.edu | 817-257-7830

Obligations to Report Conduct Raising Title IX or VAWA Issues

Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues.

Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the [Policy on Prohibited Discrimination, Harassment and Related Conduct](#).

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter's obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the

employee to appropriate discipline, including removal from a position or termination of employment.

Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., “Take Back the Night,” candlelight vigils, protests, “survivor speak-outs,” or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual’s participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.

911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

15. Email. Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

16. Public safety. Please review [TCU’s L.E.S.S. is More public safety video](#) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

[TCU’s Public Safety website](#) provides maps that show our building’s rally point for evacuation and the seek shelter location. (<https://publicsafety.tcu.edu/>)

In the event of an emergency, call the TCU Police Department at **817-257-7777**.

Download the [Frogshield Campus Safety App](#) on your phone. (<https://police.tcu.edu/frogshield/>)

17. TCU Campus Resources for Students: Many resources exist on the TCU campus that may be helpful to students:

- Brown-Lupton Health Center (817-257-7863)
- Campus Life (817-257-7926, Sadler Hall 2006)
- Center for Academic Services (817-257-7486, Sadler Hall 1022)
- Center for Digital Expression (CDeX) (817-257-7350, Scharbauer 2003)
- Counseling & Mental Health Center (817-257-7863, Samuelson Hall)
- Mary Coats Burnett Library (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Development Services (817-257-7855, BLUU 2003)
- TCU Center for Writing (817-257-7221, Reed Hall 419)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

COURSE ASSESSMENT

Section Exams (4 exams; 150 points each, 600 points total) – You will complete four exams, one for each module. These exams will be administrated via TCU Online, and you will complete them during class time while also on Zoom with your camera on. Each exam will contain a mixture of true/false, matching, and multiple choice questions. The exams are not cumulative. You may use notes, your book, and course material during the exams. Collaborating with others on exams is academic misconduct. I reserve the option to use the Respondus Lockdown Browser for the exams.

Quizzes (4 quizzes; 20 points each, 80 points total) – For each module, you will take a quiz designed to “check-up” your understanding of the reading. These quizzes will be administered via TCU Online. They are intended as a low-risk assignment that allows you to “practice” for the exams. You may use notes, your book, and course material during the quizzes. Collaborating with others on quizzes is academic misconduct. I reserve the option to use the Respondus Lockdown Browser for the quizzes. All quizzes must be completed within 30 minutes of starting them. Quizzes are due by 11 PM on the day listed on the schedule below.

Quickwrite Assignments (13 quickwrites; 10 points each, 120 points total) – During 13 of the class sessions, you will have the opportunity to write briefly about the topic of the day or engage in a related activity. Details on these activities will be provided during the class period when they are assigned (see the course schedule below). You may miss one quickwrite and still earn full credit. If you are not in class that day, quickwrites may only be made up in the case of an excused absence with documentation. If you leave class immediately after completing the quickwrite, you will receive no credit for the quickwrite.

Grading

There are 800 points possible, with the grade breakdown as follows:

<p>Excellent Work: A = 720-800 points</p> <p>Good Work: B = 640-719 points</p> <p>Satisfactory Work: C = 560-639 points</p>	<p>Poor Work: D = 480-559 points</p> <p>Failing Work: F = 0-479 points</p>
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Please note:

- You may examine your grade at any time by logging into TCU Online and checking the gradebook.
- “A”- and “B”-quality work goes above and beyond the formal requirements/expectations of an assignment; in other words, an “A” or a “B” is an above-average grade. “C”-quality work meets the expectations for the assignment; in other words, “C” is an average grade. “D”- and “F”-quality work fails to meet the expectations for the assignment; they are below-average grades. For more information about the formal requirements/expectations for major course assignments, see the assignments sheets and grading rubrics posted on TCU Online.
- Because “A” and “B” grades are above-average, some students will not receive them. **Do not take this course with the expectation of an easy A or B.**
- After completing the final exam, you cannot complete additional work in order to increase your grade.
- To be fair to all students, I will not round point totals up or down at the end of the semester. **In other words, the point breakdown listed here is the standard for determining grades for everyone in the course.** Please also note that grades are assigned by points, *not* by percentages.
- If you wish to discuss grades for work that was completed and graded at the very end of the course (e.g., the final exam), I am more than happy to do so; however, such discussion and review may have to wait for the start of the next major (i.e., Fall or Spring) academic term.

TENTATIVE COURSE SCHEDULE

Part 1: The Saga Begins

(or... “Fundamental Assumptions and Standards of Communication Theory”)

Date	Topic (Reading)	Assignments Due
T 8/24	What is communication theory?	
R 8/26	Launching your study of communication theory (ch. 1)	QW #1
T 8/31	Talk about theory (ch. 2) Weighing the words (ch. 3)	
R 9/2	Social penetration theory (ch. 8)	Quiz #1, over ch. 1, 2, & 3
T 9/7	Relational dialectics theory (ch. 11)	
R 9/9	Communication privacy management theory (ch. 12)	QW #2
T 9/14	Mapping the territory (ch. 4)	QW #3
R 9/16	Exam #1, over ch. 1, 2, 3, 8, 12, 11, & 4	

Part 2: Interpersonal and Small Group Communication

Date	Topic (Reading)	Assignments Due
T 9/21	Expectancy violations theory (ch. 7)	
R 9/23	Uncertainty reduction theory (ch. 9)	QW #4
T 9/28	Social information processing theory (ch. 10)	Quiz #2, over ch. 7, 9, & 10
R 9/30	Media multiplexity theory (ch. 13)	QW #5
T 10/5	Functional perspective on group decision-making (ch. 17)	
R 10/7	Symbolic convergence theory (ch. 18)	QW #6
T 10/12	Exam #2, over ch. 7, 9, 10, 13, & 17	
R 10/14	<u>FALL BREAK: NO CLASS</u>	

Part 3: Organizational Communication and Persuasion

Date	Topic (Reading)	Assignments Due
T 10/19	Cultural approach to organizations (ch. 19)	QW #7
R 10/21	Communicative constitution of organizations (ch. 20)	
T 10/26	Critical theory of communication in organizations (ch. 21)	QW #8
R 10/28	Social judgment theory (ch. 14)	QW #9
T 11/2	Elaboration likelihood model (ch. 15)	Quiz #3, over ch. 19, 20, & 21 (due by 11 PM)
R 11/4	Cognitive dissonance theory (ch. 16)	QW #10
T 11/9	Exam #3, over ch. 19, 20, 21, 14, 15, & 16	

Part 4: Rhetoric and Culture

Date	Topic (Reading)	Assignments Due
R 11/11	The Rhetoric (ch. 22)	QW #11
T 11/16	Dramatism (ch. 23)	
R 11/18	Face-negotiation theory (ch. 35) <i>Note: Due to my attendance at the National Communication Association convention, class will be prerecorded and posted on TCU Online.</i>	
T 11/23 & R 11/25	<u>THANKSGIVING BREAK: NO CLASS</u>	
T 11/30	Symbolic interactionism (ch. 5)	Quiz #4, over ch. 22, 23, & 35
R 12/2	Communication accommodation theory (ch. 34)	QW #12
T 12/7	Co-cultural theory (ch. 36)	QW #13
T 12/14 11 AM- 12:30 PM	Exam #4, over ch. 22, 23, 5, 35, 34, & 36	

COMMUNICATION QUESTIONS

Here are a few of the communication questions we'll explore together in this course. Notice that each question contains a form of the word *communication* or *message*—that's how you know these are communication questions in a communication course! Which of these most interest you?

1. How do we communicate to draw close to other people? (Social Penetration Theory)
2. How does communication create and manage tension between people in relationships? (Relational Dialectics Theory)
3. How do people communicate to control information about themselves? (Communication Privacy Management Theory)
4. How do we react to nonverbal communication that we don't expect? (Expectancy Violations Theory)
5. How and why do people communicate to get information about other people? (Uncertainty Reduction Theory)
6. How does the nature of a communication medium change how relationships develop? (Social Information Processing Theory)
7. How does the nature of a relationship influence the media we use in the relationship? (Media Multiplexity Theory)
8. How can groups communicate to best solve problems? (Functional Perspective)
9. How do family messages create a shared reality that shapes how children experience the world? (Family Communication Patterns Theory)
10. How does communication create organizational culture? (Cultural Approach to Organizations)
11. How does communication shape participation and power in organizational decisions? (Critical Theory of Communication in Organizations)
12. How does communication speak organization into being? (Communicative Constitution of Organizations)
13. What messages change attitudes? (Social Judgment Theory)
14. How do we process persuasive messages? (Elaboration Likelihood Model)
15. How do we respond to messages that produce a feeling of internal contradiction? (Cognitive Dissonance Theory)
16. By what means can a speaker communicate to persuade an audience? (The Rhetoric)
17. How does a speaker generate a sense of identification with an audience? (Dramatism)
18. How does language shape the self? (Symbolic Interactionism)
19. How do we communicate to manage our own and others' self-image? (Face-Negotiation Theory)
20. How do we adapt our communication behavior to those with whom we're communicating? (Communication Accommodation Theory)
21. How do members of marginalized (i.e., co-cultural) groups adapt their communication when interacting with members of dominant cultural groups? (Co-Cultural Theory)