COM 611, Communication Theories
Syllabus
Fall 2006

<table>
<thead>
<tr>
<th>Professor</th>
<th>Tom Kelleher, Ph.D.</th>
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<tbody>
<tr>
<td>E-mail</td>
<td>tkell@hawi. edu</td>
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<tr>
<td>Time &amp; Place</td>
<td>Mondays, 2:30-5:00 p.m.</td>
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<td>BusAd E202</td>
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<tr>
<td>Office</td>
<td>314 Crawford Hall, 956-9944</td>
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<td>Office Hours</td>
<td>Monday, 9-11 a.m.</td>
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<td>Tuesday, 12:30-2 p.m.</td>
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<td>Thursday, 12:30-2 p.m.</td>
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<td>By appointment.</td>
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**Required Text**


Other readings will be assigned weekly.

**Overview**

As the introductory theory course for communication graduate students, COM 611 is designed to expose you to the scope of theories in communication, but exposure is only the first step. Through readings, discussion, research, writing and in-class activities, we'll learn how communication theories are developed, analyzed, evaluated and applied.

**Objectives**

1. become aware of the scope of major communication theories
2. locate relevant research and literature
3. understand major communication theories
4. analyze the process of theoretical inquiry
5. review primary research
6. critique primary research
7. compare and contrast major communication theories
8. apply communication theory to first-hand experience
9. evaluate strengths and limitations of various communication theories

**Requirements and Expectations**

**General Participation and Attendance (10%)**

*Primary Objectives: 1, 3, 4, 8, 9*

The course timeline below outlines our weekly readings from the Littlejohn book. This course also will require professor- and student-assigned readings, which may include handouts, Internet resources, and reserve readings from the library. *Keeping up with the reading (i.e., reading **before** coming to class each week) will be the foundation for success in all other aspects of this class.*

Each week's class period will be broken into several different parts. A typical class period might start with a brief professor-led overview of the Littlejohn reading and/or a student-led overview of assigned articles. These discussions of readings will include a chance for students to ask questions and exchange thoughts and ideas.

The second part of the course period might feature a guest speaker describing her area of research interests, or a Web or video presentation used to stimulate discussion of theories and concepts.
The third part of this hypothetical class period could then be used for a small-group or individual activity that gives you the chance to apply and evaluate class concepts. Role-playing, two-minute essays, group communication activities, poster sketching, peer interviewing -- we'll try to be creative here.

**Response Papers and Quizzes (30%)**

*Primary Objectives: 1, 3, 4, 6, 8, 9*

At the beginning of each class period, you're invited to submit a typed response paper (about 500 words or so should be plenty) in which you discuss and react to the assigned reading material for that week. At the very beginning of at least five class periods, you also will have the opportunity to demonstrate your learning by taking a brief, five-question quiz. Quiz dates will be somewhat random and unannounced, to encourage consistent preparedness.

At the end of the semester, your top ten grades from response papers and quizzes will be counted toward your final grade. So strong quiz performances may offset weaker response papers and vice versa. If you ace five quizzes, you'll only need five solid response papers. If you write ten excellent response papers, your quiz scores will be (mathematically) irrelevant.

Here's what I'll look for in the response papers:

- *Grammar and style.* Poorly constructed sentences can be an obstacle to meeting all the criteria that follow.
- *Clarity.* These short papers can be written in a conversational tone, but clarity is key. Clear writing reflects clear thinking.
- *Evidence that you’ve read the material carefully.* I don't expect you to respond to each and every point made made in each assigned reading, but a paper that lacks any meaningful reference to at least some of the more subtle details of the assigned readings will make me wonder.
- *Application.* Are you able to apply the concepts you've learned to real-world events, including your own experiences?
- *Evidence that you’ve thought critically about the material.* While it should be clear from reading your paper that you're familiar with the material as it was presented, don't forget the "response" part. This is where your informed opinion counts, and where you get to show off those critical thinking skills. Keep in mind that critical thinking doesn't necessarily mean negative thinking.

**Project 1 - Theoretical Review (40%)**

*Primary Objectives: 2, 3, 5, 6, 7, 9*

Detailed expectations for the theoretical review paper and presentation are available here.

- a. Written paper (30%)
- b. Class presentation (10%)

**Project 2 - Event analysis (20%)**

*Primary Objectives: 2, 7, 8, 9*

Detailed expectations for the event analysis paper are available here.

**Final Grade Requirements**

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = Below 60%

**Academic Honesty**

Academic dishonesty of any sort will not be tolerated. I take cheating and plagiarism very seriously. University policies will be strictly enforced.

**Seeking Help**

I encourage you to meet with me individually if you are having any trouble in class. Seek help immediately. Don't wait until the end of the semester to see me regarding your grades.

Aside from office hours, I will be available by appointment and also can be reached via e-mail. But don't feel you must have a
pressing problem to come talk to me. I'm interested in getting to know each one of you and making sure you are having a quality learning experience.

For outside help with your writing, check out the Manoa Writing Program. Call 956-7619 to set up an appointment.

Students requiring special accommodations must notify the instructor and present appropriate supporting documentation by the end of the second week of class.

**Tentative Course Outline** - Readings may be changed or added as we go, especially on weeks where the timeline says "additional reading TBA."

WEEK 1 - Monday, August 21
- Discuss syllabus
- Self-introductions
- Preconceptions about "COM" theory

WEEK 2 - Monday, August 28
- Communication theory, scholarship and inquiry
- Reading:
  - Littlejohn & Foss, Chapter 1
  - Littlejohn & Foss, Chapter 2

LABOR DAY, no class on Monday, September 4

WEEK 3 - Monday, September 11
- Traditions of communication theory
- Navigating the literature
- Field trip to Hamilton Library 156A (in the addition) -- we'll meet there at 2:30 p.m.
- Reading:
  - Littlejohn & Foss, Chapter 3

WEEK 4 - Monday, September 18
- Communicator-based theory
- Reading:
  - Littlejohn & Foss, Chapter 4

WEEK 5 - Monday, September 25
- Message-based theories
- Reading:
  - Littlejohn & Foss, Chapter 5
**WEEK 6 - Monday, October 2**

- Conversation- and interaction-based theories
- Reading:
  - Littlejohn & Foss, Chapter 6
  - Additional reading TBA.

**WEEK 7 - Monday, October 9**

- Relational and dialogic theories
- Reading:
  - Littlejohn & Foss, Chapter 7

**WEEK 8 - Monday, October 16**

- Group-level theories
- Reading:
  - Littlejohn & Foss, Chapter 8
- **Due:** Tentative list of references for theoretical review

**WEEK 9 - Monday, October 23**

- Organization- and network-level theories
- Reading:
  - Littlejohn & Foss, Chapter 9

**WEEK 10 - Monday, October 30**

- Media theories, multinational perspectives on corporate communications
- Reading:
  - Littlejohn & Foss, Chapter 10
- **Special guests:** Senior PR officials from Samsung Electronics Co., Ltd.
- **Due:** Sign-up for class presentation date for theoretical review

**WEEK 11 - Monday, November 6**

- Culture- and society-level theories
- Reading:
  - Littlejohn & Foss, Chapter 11

- **Due:** Typed outline for theoretical review paper

**WEEK 12 - Monday, November 13**

- "Making theories personal"
- **Reading:**
  - Littlejohn & Foss, Chapter 12
  - Additional reading TBA.

**WEEK 13 - Monday, November 20**

- Student presentations
- Required reading will be student-assigned

**WEEK 14 - Monday, November 27**

- Student presentations
- Required reading will be student-assigned

**WEEK 15 - Monday, December 4**

- Student presentations
- Required reading will be student-assigned
- Making communication theory
- **Reading:**
- **Due:** Theoretical review paper

The final exam period is Monday, December 11 at 4:30 p.m.

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