



CA348 Theories of Communication

Instructor: Michael S. Jeffress, PhD

Section: DL **Session:** S2A **Year:** 2021



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Mission Statement

Park University transforms lives through accessible, student-centered, quality higher education.

Vision Statement

Park University will meet learners' needs for a lifetime.

Course Title

Theories of Communication

Bookstore

Textbooks can be purchased through the official bookstore for accelerated classes, MBS bookstore

Semester	S2A 2021 DL
Semester Dates	Mar 15, 2021 to May 09, 2021
Drop Date	Mar 22, 2021
Withdrawal Date	May 09, 2021
Class Time	0 to 0
Classroom Location	Online
Credit Hours	3

Course Description

CA348 Theories of Communication - The study of communication theories with emphasis on peoples interactions with the media and one another. The course focuses on how communication affects human

attitudes and behavior. Includes a review of media influence in the individual, social and political arenas.

3:0:3

Faculty Name

Michael S. Jeffress, PhD

Email

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Faculty Title

Adjunct Professor, Communication Studies and Religion & Philosophy

Earned Degrees/Certification

Ph.D., Communication Studies, Regent University, Virginia Beach, VA

M.Div., B.M.A. Theological Seminary, Jacksonville, TX

M.A., Harding School of Theology, Memphis, TN

B.A., B.Min., Harding University, Searcy, AR

Office Information

Office Hourse: Available for phone or video calls on Monday 2 p.m. to 4 p.m. (CST) or by appointment anytime throughout the week.

I check and respond to e-mail regularly. My email address is michael.jeffress@park.edu.

Additional Contact Information

I am on Twitter at [@CommProfessorMJ](https://twitter.com/CommProfessorMJ), Facebook at: <https://www.facebook.com/authormichaeljeffress/>,
Linkedin at: <https://www.linkedin.com/in/michaelsjeffress/>, and the web at
<http://www.michaeljeffress.com>.

Course Modality

This is an **online course**, which means that the course does not have any required, face-to-face meeting times each week. All course activities and interactions occur via the Canvas Learning Management System; students manage their own schedules to meet weekly deadlines. For more information about course types, [click here](#).

Educational Philosophy

The instructor's teaching philosophy centers on five components: preparation, accountability, diversity, synergy, and critical thinking. To get the most out of this course both instructor and students must be

prepared each week to engage the subject matter and hold each other accountable. The instructor provides assignments with deadlines, and the students provide feedback and also evaluate the instructor at the end of the course. Developing and understanding a respect for diversity is essential to life in the 21st Century, and the topic of this course is a prime example of an area where this is critical. Synergy will enhance the learning experience and will be promoted through the weekly threaded discussions. All of this will work toward achieving the goal of becoming better informed, critical thinkers, who are ready to live just and productive lives.

Textbooks

Wood, J. T. (2004). *Communication theories in action: An introduction* (3rd or most recent ed.). Belmont, CA: Wadsworth. ISBN-10: 0534566391 ISBN-13: 978-0534566395.

American Psychological Association (APA). (2020). *Publication manual* (7th ed.). American Psychological Association.

Additional Resources Online

Online Classroom Technical Support- For technical assistance with the Online classroom, refer to the Canvas Guides found [here](#). OR click on the help link on the Canvas login page or in the classroom. You call the Canvas helpdesk at 844-470-5727. To see the browser requirements for Online courses, click [here](#).

FAQ's for Online Students - You can find most answers to your questions [here](#). If you cannot remember your Park University ID number or have forgotten your password, please visit <https://accounts.park.edu>. If you continue to have problems, please call Enrollment Services at 1-877-505-1059 or the IT Help Desk at 1-800-927-3024.

Library Resources

McAfee Memorial Library Mission

The McAfee Memorial Library provides access to quality information resources that enables a diverse community of learners to think critically, communicate effectively, demonstrate a global perspective and engage in lifelong learning and service to others.

Collections

- Pirate Search - Search many of Park's library databases, ebooks, and print book holdings from one search box!
- Our collections include more than a quarter million books, ebooks, videos and periodical and research databases. Online resources are available 24/7 to any Park student or employee.

- Additional materials can be obtained via interlibrary loan and/or reciprocal borrowing agreements with local and regional libraries.

Research Assistance

- Librarians are available to help with research and the use of electronic resources on-site or via telephone, email or online chat.
- Research guides can also be found on the library's website and by clicking the "Library Resources" menu link in all Park University online courses.

Contact Information

Norrington Learning Commons

8700 N.W. River Park Drive

Box 61

Parkville, MO 64152

Phone: (816) 584-6285 (800) 270-4347

library@park.edu

www.park.edu/library

Core Learning Outcomes

1. Explain the basic elements of a theory.
2. Evaluate theories based on the standards developed in class.
3. Contrast the seven traditions of communication theory.
4. Identify, explain, and give a real-world example of the key theories from the following communication contexts/areas of study: intrapersonal communication, interpersonal communication, group communication, organizational communication, intercultural co
5. Demonstrate ability to use library resources for research.
6. Synthesize informatoin from a variety of sources in a literature review.
7. Demonstrate correct APA style.
8. Apply theory to varied professional communication situations and national cultures.
9. Explore how a specific national culture shapes communication.
10. Translate theoretical research into layperson terms.

Schedule

Week 1

1. Reading in Wood: Preface and Chapters 1 & 2 by Friday.
2. Skim APA Manual by Friday.

3. Skim course materials and assignments (including senior project and core assessment).\
4. Participate in discussion multiple days (by Monday, Friday, & Sunday).
5. Complete Chapters 1 & 2 Quiz.

Week 2

1. Reading in Wood: Chapters 3 & 4 by Tuesday.
2. Learn how to use EbscoHost: Communications and Mass Media Complete database.
3. Participate in discussion multiple days (by Monday, Friday, & Sunday).
4. Complete Chapters 3 & 4 Quiz.

Week 3

1. Reading in Wood: Chapters 5 & 6 by Tuesday.
2. Finish reading APA manual.
3. Abstract, outline, & references list. Submit to Dropbox.
4. Participate in discussion multiple days (by Monday, Friday, & Sunday).
5. Complete Chapter 5 & APA Quiz

Week 4

1. Reading in Wood: Chapters 7 & 8 by Tuesday.
2. Participate in discussion multiple days (by Monday, Friday, & Sunday).
3. MIDTERM TEST (chapters 1-8 and APA manual). Due Sunday.

Week 5

1. Reading in Wood: Chapters 9 & 10 by Tuesday.
2. Participate in discussion multiple days (by Monday, Friday, & Sunday).
3. Complete Chapters 9 & 10 Quiz.

Week 6

1. No new reading.
2. Core Assessment. Submit to Dropbox by Sunday.

Week 7

1. Reading in Wood: Chapters 11 & 12 by Tuesday.
2. Participate in discussion multiple days (by Monday, Friday, & Sunday).
3. Complete Chapters 11 & 12 Quiz.

Week 8

1. Reading Wood: Chapters 13 & 14.

2. Participate in discussion multiple days (by Monday, Friday, & Sunday).

FINAL EXAM. Due by Friday

Assignments

Discussions - 35%

Weeks 1, 2, 3, 4, 5, 7, 8 (50 points each for 350 points) *POSTS DUE WED, FRI, SUN*

Grading is based on demonstrated understanding of textbook readings, number of posts, participation on multiple days in multiple threads, interaction with peers, and quality of substance in posts.

Chapter quizzes - 10%

(100 points) *DUE SUNDAY*

Midterm Test - 5%

(50 points) *DUE SUNDAY, WEEK 4*

Final Exam - 20%

(200 points) *DUE FRIDAY, WEEK 8*

Core Assessment Plan - 5%

(50 points) *DUE SUNDAY, WEEK 3*

Abstract, Outline, & Reference List for the Core Assessment APA Research paper

Core Assessment APA Research Paper - 25%

(250 points) *DUE SUNDAY, WEEK 6*

For this paper, select a contemporary communication issue or question and predict a finding based on published research from Communication and Mass Media Complete database (EbscoHost). Follow the American Psychological Association (APA) style and content for a research proposal. If you will be doing a Senior Project in Communication Arts, write this paper as the research proposal for your Senior Project.

University Grading Policy

The University's grading policy can be found in the catalog. The University follows a traditional letter grade system. Students who initiate a withdrawal after the Enrollment Adjustment Period will show a "W" on their transcripts; a "W" does not affect grade point average. Students who do not formally withdraw from their courses are expected to attend and participate in all classes, laboratories, and field work for

which they are enrolled, and complete all work assigned by the instructor. Students or instructors can initiate a "WF", which carries the same grade points as a "F." A "WF" is issued when the student does not officially withdraw from a course but fails to participate in course activities sufficient for the instructor to make a grade assessment. In addition to affecting grade point average, a "WF" can affect international student status.

Grading Plan

Grading Plan

A = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = 599 or below

TOTAL POINTS: 1000 points = 100%

Course Topic/Dates/Assignments

The Core Assessment Paper will include the following:

Title Page, page 1

Abstract, page 2: You will write something along the lines of: "The purpose of this study is..." or "The research question to be answered is..."

Introduction, page 3: Idea to be studied, why it is important, and an open-ended research question at the end of the section

Review of Literature, pages 4-7: A few key ideas from your research that tell of research and theories about the topic.

Methodology, page 8: Very briefly describe how you would like to study this topic in your senior project.

References, page 9: Give a correct APA reference listing for approximately 10 scholarly articles, which you cited in the paper.

Appendix, page 10: The appendix is optional. If you plan to analyze a film, for example, you could provide additional information about the film. If you plan to compare three websites about marriage communication, you could list the websites and a description of each. If you plan to use a measure or test in your study, you could select a relevant measure from here: <http://www.jamescmcroskey.com/measures/>

Keep in mind that this proposal will evolve over time, so you are really just generating ideas.

Late Submission of Course Material

- Late submissions will not be accepted unless arranged in advance or because of significant emergencies.
- Discussion activities cannot be made up because they happen at a specific time.
- Missed assignments must be made up within one week of the excused absence.

Late Submission of Course Material

It is not conducive to good health or success in this course to put off readings and assignments until the last minute. Remember the wise proverb: *“By the inch, it’s a cinch; but by the yard it’s hard.”*

I will **not** accept for credit any assignment that is turned in late without **prior** approval. Online quizzes cannot be made up. Any assignment that is turned in past its due date will receive a zero in the grade book. Extensions on assignments may be granted only for extreme and verifiable reasons (e.g., serious personal illness lasting three consecutive days, death in immediate family, some military deployments). ***If*** a student requests an extension for an assignment, ***and*** the request is approved, ***then*** the assignment will be penalized by 10% off the final grade for each day that it is late; however, **no pre-approved late work will be accepted for credit more than 7 days past its original due date.**

Classroom rules of conduct

Discussion Forum Netiquette

Having both taken many online courses as a student and taught even more, I have put together the following guidelines to make our discussion forum experience a more rewarding experience.

1. ***Be on time.*** Each week, students will be required to post an initial response by midnight on Thursday. By midnight on Sunday, students are required to comment on the posts of two classmates.
2. ***Be respectful.*** Our class is to be an open and safe place for everyone to share ideas, raise questions, and engage in critical thinking. We will be rich in diversity. We will be from different backgrounds with varied social, political, religious, and philosophical views. We will have different types and levels of education and experience. There will be ***zero tolerance*** for any disrespectful behavior, rude comments, or cyber bullying of any kind. You are free to disagree and engage in scholarly debate, but keep the focus of the debate centered on propositions and not the people who make them. Those who violate this guideline will be warned and subsequent violations may result in expulsion from the course.
3. ***Use correct grammar and style.*** This is a college class, and a certain level of formality and proper netiquette is expected. Complete sentences that are free of typos and include correct spelling, grammar, and punctuation are expected in all course work. I recommend that you type your posts in a word processor, run Spelling & Grammar Check, and then copy and paste them into the discussion forum. This may help you not only on your grade by reducing

grammatical mistakes and typos, but it may also save you the time and headache of losing text from accidentally closing a window, hitting the wrong button, or the loss of Internet connection.

4. *Be concise.* Unless otherwise indicated, all initial posts should be limited to 300-500 words (2-4 fully developed paragraphs) and comments made to peers should be 100-150 words. This might be a challenge, but learning to provide concise comments and feedback is important.
5. *Be specific.* Each initial post must include at least one direct reference from the textbook and include a parenthetical citation for the page number(s). The textbook should be your primary source, but if you reference another source, then provide the link and bibliographic information for that source. Plagiarism, i.e., cutting and pasting from the internet without citing the source(s) will not be tolerated.
6. *Give proper identification.* Please sign your name to all of your posts. **When you are responding to the post of another, then begin with a greeting to that person.** The threaded discussions can become a tangled web without following this guideline. Also, when I grade your comments, I pull them out of context, and it is helpful for me to know to whom you were replying in case I need to go back to the original context.
7. *Keep focused.* The discussion forum is for discussions about the content of the course. Please do not clutter it with personal notes or discussions unrelated to the posted topic. You can always extend conversations in the Virtual Café or by contacting others by e-mail.
8. *Sleep on it.* You do not have to reply to every post or comment, and you never have to reply or post immediately. Let your posts reflect thoughtfulness and introspection.
9. *Avoid ALL CAPS, the overuse of exclamation points (!), italics, and bold type.* Computer mediated communication is devoid of presence and nonverbal cues, and, therefore, more susceptible to miscommunication.
10. *Acronyms and Emoticons.* Do not overuse emoticon symbols and texting acronyms (e.g., JK, TTYL, LOL). We are not instant-messaging each other on a social media site; we are interacting in a virtual academic classroom, and a certain level of formality is expected.

Literacies

The Literacies represent university-level competencies that all students should be capable of demonstrating before receiving an undergraduate degree from Park University. The Park Literacies include analytical and critical thinking, community and civic responsibility, scientific inquiry, ethics and values, literary and artistic expression, and interdisciplinary and integrative thinking. The Literacies are reflected within Park University's mission. The disciplinary and professional outcomes within Park's courses and undergraduate degrees, combined with a variety of co-curricular learning experiences, support students' acquisition of the Literacies and their fulfillment of the University mission. For more information and a complete list of the literacies, go to <http://www.park.edu/about-park/university-literacies.html>.

Academic Honesty

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life. Park University students and faculty members are encouraged to take advantage of the University resources available for learning about academic honesty at <http://www.park.edu/current-students>.

Academic Honesty Instructor Added

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WARNING: I have zero tolerance for cheating. Unfortunately, students fail this course each term because they copy the work of former students and/or copy and paste from Internet sources. Do not cheat yourself and suffer the consequences. Be honest and do your own work!

Plagiarism

Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or paraphrasing another's work without acknowledging and documenting the source.

Plagiarism Instructor Added

PLEASE NOTE: All assignments are expected to be the result of your own thinking, preparation, and work. Any and all work submitted to this course is subject to being submitted to Turnitin.com to screen for plagiarism. Academic dishonesty will be dealt with severely and without exception. Any suspected case of cheating, plagiarism, purchased papers, borrowed papers, work copied from the Internet, as well as any other act that is deemed dishonest will result in the student receiving a zero ("F") on the assignment in question. In addition, an Academic Dishonesty Incident Report will be submitted to the appropriate Department Chair, Campus Center Academic Director, or Academic Dean for further appropriate disciplinary action. Any repeat offenses will result in automatic expulsion from the course with a failing grade (WF).

If you have any doubts about what plagiarism is or would like more information about plagiarism and tips

on how to avoid it, then please visit: <http://www.plagiarism.org>.

Important note on Turnitin: Park University now utilizes Turnitin as a way to encourage critical thinking and help police against plagiarism. I have been using this tool for years. You will submit your weekly charts and core assessment paper to Turnitin. When you do, you will be provided what it called an originality report. This report tells you what percentage of your paper is borrowed from other sources. Wording in your paper that matches wording from any other online source will be highlighted. This allows you to double-check to ensure you have properly put direct quotes in quotation marks and used in-text citations to give credit to the original source. Sometimes the matches are incidental, e.g., you and someone else happened to independently word a sentence the same way or quote the same written source. However, you should revise and resubmit as many times as it takes until your originality report is no higher than 20%. Papers over 20% will not be accepted for credit. This means if you have too many direct quotes, then you will need to paraphrase instead.

Student Attendance/Participation Policy for Financial Aid

Park University confirms that students have engaged in an academically-related activity in the first two weeks of the term/semester for each course in which they are enrolled. Academically-related activities include, but are not limited to: physically attending a class where there is an opportunity for direct interaction between the instructor and students; submitting an academic assignment; taking an exam, an interactive tutorial or computer-assisted instruction; attending a study group that is assigned by the school; participating in an online discussion about academic matters; or initiating contact with a faculty member to ask a question about the academic subject studied in the course. Academically-related activities do not include logging into an online class without active participation, or participating in academic counseling or advisement. VA benefits will be terminated or adjusted if a VA beneficiary does not participate in any academically-related activity in the first two weeks.

Attendance Policy Instructor Added

Although this is an online course, "attendance" still matters. The online system keeps track of when and how often students log onto the course, what pages they view, what files they download, links they access, etc. You will not do well in this course if you do not spend adequate time reading the textbook, being logged onto the course reading class notes, viewing PowerPoints, accessing links to other Internet resources referenced in the course materials, taking quizzes, participating in the discussion forums, and working on assignments. Keep in mind that this course is for three credit hours. That means you would be in a classroom for three hours per week if this class were not online. The rule of thumb is to spend three hours outside of class to study and do homework for each credit hour. Therefore, you should plan to give this course about 12 hours of your time each week. You must be disciplined to put in the time and keep up with course announcements, assignments, and deadlines. I recommend that you check your student e-mail every day and log on to the course at least every two days to ensure that you stay on top of things.

Disability Guidelines

Park University is committed to meeting the needs of all students who meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law regarding students with disabilities and, to the extent of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply. In addition to academic accommodations, we will also provide accommodations for campus activities. Contact us if you need services for plays, athletic events, graduation, club activities or other events.

Disability Guidelines Instructor Added

If you need any unique accommodations, please do not hesitate to let me know.

Educational Rights and Privacy

Park University informs students of the Family Education Rights and Privacy Act of 1974 (FERPA). This act, with which the institution intends to fully comply, was designed to protect the privacy of educational records, to establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Education Rights and Privacy Act Officer concerning alleged failures by the institution to comply with the Act.

FERPA permits the University to limit the disclosure of directory information to specific parties, for specific purposes, or both. In the exercise of that authority, the University may release all directory information to members of the University family, defined as administrators, faculty, employees and directors. Other releases will be limited to those situations in which the University, in its discretion, believes the release would recognize a student for academic or extracurricular achievement or otherwise advance the student's career interests or when the University believes the release would serve to advance the interests and image of the University.

Additional Information

Announcements. Check the course announcements (located on the course home page) every time you log on to the course. You are responsible for any and all instructions, clarifications, and assignment changes provided through the course announcements. I will provide several announcements, especially in the first couple of weeks to provide assignment clarifications and guidelines that supplement the syllabus.

Encouragement: I genuinely want you to benefit from this course. Yes, even though it will be academically demanding, I would like you to be able to say at the end that you enjoyed the course. Please do not allow yourself to become overwhelmed. I am here to help. You can contact me anytime using the e-mail link on the course homepage. I usually respond within 24 hours, except on some weekends, but you can definitely expect a reply from me within two business days. You are also welcome to request a phone call or video chat by e-mail and I will schedule a time to call you either on the phone or by Skype or WhatsApp.

Biography

For information about your instructor please visit: <http://www.michaeljeffress.com>.

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