COMM430: Communication Theory Syllabus Spring 2017

COURSE DESCRIPTION

Communication Studies addresses critical thinking, communicative concepts and skills, and relational and participatory effectiveness in personal, public, and professional spheres. This is a Communication Studies course and as such, this course will give you the tools needed to dissect your experiences in our communicative world. Specifically, this course introduces you to major issues and perspectives in communication studies while helping you think about and analyze communication in a systematic way (i.e., in a theoretical way).

Theories help us to make sense of the world around us. Regardless of their scope, all theories shape how we make judgments about reality, relationships, circumstances, and decisions in our lives. This course exposes you to theories of communication, both large and small, with the intention of better equipping you to make sense of the communicative aspects of your world.

COURSE OBJECTIVES

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

- 1. recognize conceptual domains of communication theory and understand how the disciplinary areas of communication guide scholarly inquiry;
- 2. outline the essential features of theories of human communication and use that knowledge to analyze communication phenomenon from different perspectives;
- 3. identify and explain major communication theories by applying knowledge of communication to events happening in our daily lives; and
- 4. compare and contrast communication theories in order to evaluate communication behavior.

PREREQUISITES

COMM 101, COMM 105, & COMM 295 (co-requisite)

COURSE READINGS

Please complete the readings before the assigned class period.

- **♣** Required Text
 - Griffin, E., Ledbetter, A., & Sparks, G. (2015). A first look at communication theory. (9th ed.). New York, NY: McGraw-Hill. ISBN-13: 978-0073523927 / ISBN-10: 0073523925
- Supplemental Readings

Other additional readings as assigned by professor available through OnCourse

ANGELA MCGOWAN, PHD

CONTACT INFORMATION

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- Office Phone: 716-673-3260
- Email: mcgowan@fredonia.edu
- Professional Website:

http://angelammcgowan.weebly.com

OFFICE HOURS

- Monday: 9:00-10:30 a.m.
- > Tuesday: 12:30-2:30 p.m.
- Wednesday: 9:00-10:30 a.m.
- > By appointment

CLASSROOM

➤ McEwen Hall 201

MEETING TIME

> MW: 2:00-3:20 p.m.

"There is nothing so practical as a good theory." - Kurt Lewin

COURSE POLICIES

Attendance: Class begins promptly at 2:00 p.m., and the professor will take attendance at the start of class. Students who arrive late (after 2:03 p.m.) or leave early will be penalized. Being tardy or leaving early three (3) times equals one absence. You get three (3) no questions asked absences during the semester. For each absence exceeding this amount, you will be penalized 10 points off your final total points.

For an absence to be excused, we must discuss your reason for missing class at least 60 minutes prior to the start of class. Excused absences include (1) serious illness or injury to student, (2) death, injury, or serious illness of an immediate family member or the like, (3) religious reasons, (4) jury duty or government obligation, and (5) university sanctioned or approved activities (examples include: artistic performances, forensics presentations, research conferences, intercollegiate athletic events, student government, required class field trips, etc.). It is your responsibility to get the notes you missed. You must provide documentation within 48 hours of the missed class. Some examples of acceptable documentation include a physician's note, traffic accident report, hospital bill, etc., all of which must be signed and dated. Even if you make arrangements, your grade on a late assignment may be reduced.

If your absence is excused and you missed class the day of an in-class graded assignment, such as discussion questions or application activity, and/or wish to receive participation points for the day in question, you can makeup the points by writing a 250 word essay that discusses the course content discussed the day you missed. You must turn in the typed essay within 48 hours of the missed class.

- ← Class Etiquette: The content of this class has the potential to stir up strong emotional reactions, because you will encounter ideas and theories that challenge your beliefs and values. A student's decision to stay enrolled in the class is an agreement to approach all course content with a critical academic lens. Above all, participants must treat each other with respect. The most fundamental way to respect class participants is to complete daily readings, listen to others, and ground your own comments in principles of critical thinking. Do not engage in private conversations, interrupt another student who has the floor, keep cell phones on, or show general signs of disrespect for the course, professor, or other students. Non-course related materials, such as newspapers and items from other courses, must be stowed away when class begins, (Adapted from: Palczewski, C. H. (2012), Comm4216; Political communication syllabus. Retrieved from http://www.uni.edu/palczews/PolComm.htm)
- ↓ Late work: Deadlines apply even if you are not in class the day the assignment is due. All written assignments are due in hard copy and online through Turnitin within the first 5 minutes of class (by 2:05 p.m.) and may not be accepted or receive a severe grade deduction if it is turned in late. Failures of technology (e.g., "my computer crashed," "the file won't open," "the printer was broken," etc.) will not lead to an extension of the deadline. All arrangements for missing an oral presentation must be made at least 24 hours prior to the time the presentation is scheduled. If such arrangements are not made, then you may not be allowed to make up the oral presentation and will earn a zero for the assignment. There are no make-up presentations for unprepared or late speakers.
- Written work: Your research should come from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites. The course textbook does not count toward the source requirement, yet, should still be cited when applying course concepts, theories, or strategies discussed in the textbook.

All written work must be (1) submitted in hard copy at the start of class and online using Turnitin. Turnitin will run an Originality Report on each assignment. If the report exceeds the maximum percentage, the professor may not accept the student's assignment. Additionally, (2) written in APA style: justified left, 1" margins, double spaced, running head including page numbers in top right corner, stapled, contractions written out, and typed in 12-point Times New Roman font. APA resources are posted on OnCourse. Also refer to the American Psychological Association (http://www.apastyle.org) and Purdue Owl (http://owl.english.purdue.edu/) for the most current rules for APA style.

If you would like the professor to review a draft of a written assignment, you must email her the complete paper at least 6 days before the assignment is due. She will not proofread the document but will instead discuss the merits of the submission.

- **Exams**: Once the exam has been distributed you cannot leave the room until you finish your exam. If you miss the examination and have a legitimate reason for doing so, you must make it up within a reasonable time (normally 72 hours or less). All arrangements for missing the examination must be made 24 hours prior to the time the examination is scheduled. If such arrangements are not made, then no make-up examination will be given, and you will receive a zero for that assignment. Students are expected to take the final exam on the designated day and time unless there are dire circumstances that require a student to take the final exam early.
- **Team Projects:** For each project that requires you work with another student: (1) grades will be assigned to the group as a whole and (2) each student will complete an evaluation form, which includes assigning a grade, to indicate the relative participation and contribution of each group member. If a group member is sick on the day of a group presentation, the group will still deliver the presentation on the scheduled day and time.

The following sanctions will be imposed by group members when a peer violates the group's code of conduct: (1) give a verbal warning, (2) give a written warning through email and include the professor on the email, (3) have a group meeting with the professor to discuss the problem, and (4) the group member is dismissed from the group and will complete the assignment on his or her own. The dismissal of a group member must happen 7 days prior to the assignment's due date.

- **Technology**: Students enrolled in this course must have Internet access available to them, including e-mail and website access, and have the basic knowledge needed to efficiently use these Internet technologies. Course assignments and supplemental readings are posted on the course OnCourse site. You are responsible for retrieving documents (assignment guidelines, rubrics, handouts, readings, etc.) from OnCourse. The professor will communicate with you through your Fredonia e-mail account. The professor may ask you to use your mobile phone to conduct research during class and contribute to class discussion. Regardless, technology cannot be used during in-class assignments, to check social media, text message, or to take pictures of course content that is projected or written on the board. Laptops and tablets are not required for class but you may be asked to bring them on specific days. Information Technology services has equipment available for checkout (http://www.fredonia.edu/its/servicecenter/equip.asp).
- **↓** Communicating with Professor: Email is the best way to communicate with the professor, and she will check her Fredonia email between 8 a.m. and 5 p.m. Unless the professor is traveling, it is the weekend, or Fredonia has a university sanctioned break, the professor should reply to you within 48 hours. You also can communicate with her via Google Chat (gchat) anytime there is a green dot next to her name. Click on this link to learn how to start a chat in Gmail: https://support.google.com/chat/answer/161880?hl=en

COURSE ASSIGNMENTS

To view complete descriptions of assignment guidelines and rubrics go to: OnCourse > COMMM430 > Select the assignment you'd like to learn more about.

1. Participation/Discussion Questions (150 total points): This course is premised on active discussion and students are expected to come to class having completed the readings and ready to discuss the content. Participation consists of more than attendance – students will be assessed on frequently of participation, quality of comments, listening skills, attitude, ability to work with others, and behavior. Additional examples of conduct that contribute to a class participation grade are posted on OnCourse. Moreover, students should complete discussion questions prior to attending class. The discussion questions are available on OnCourse. The professor will regularly collect students' typed answers to the discussion questions.

- 2. Communication Theory Website (200 total points): Working with a partner, students will design a website that explains theories of communication discussed that week. As a website designer, students are responsible for (a) explaining the major tenets of the theories, (b) applying the theory to real-life situations, (c) discussing how the theories assigned for the week inform research and practice, and (d) engaging the reader in an interactive way to enhance their understanding of the theories. In addition to building a website, each pair will deliver a 6-7 minute presentation that explains their website to the class with the goal of receiving feedback that can be used to strengthen the website's utility. The pair is also responsible for submitting an outline that explains the website's purpose, audience, and resources.
- 3. Theory Application Paper and Presentation (250 points): This assignment is designed to help build a bridge between the practical and the theoretical while also laying the groundwork for students to assess and evaluate communication theory. Specifically, students will select a theory, research literature on the theory, and apply that theory to a "real-life" construct. Students should create understanding beyond what is covered in the textbook. This assignment includes a 1000-1250 words (4-5 page) paper that demonstrates expertise on the theory and a 3-4 minute oral presentation that summarizes the essay. Each student will select a different theory. The professor will share the theory sign-up sheet with you via Google Drive, and you cannot select a theory that you discussed on your website.
- 4. Exams (200 points each/400 total points): Two exams will be administered. Exams will include fill in the blank, matching, multiple choice, short answer, and/or essay questions. Application and identification are stressed more than memorization of material. Exam 1 will cover Chapters 1-4 and 7-16 and Exam 2 will cover Chapters 18 and 25-36.

COURSE GRADING

- Final grades are based on an absolute point total. Your final grade is a function of the number of points earned in the course divided by the total number of points, yielding a percentage. The scale shown is used to compute final grades. Borderline grades may, at the discretion of the professor, receive the next highest letter grade. Borderline cases are defined as scores within two points of the next highest grade (e.g., you earned 898 points but need 900 points to make an A-).
- ♣ After a grade is returned, the student has 7 days to resolve questions about the grade with the professor. If you wish to discuss a grade, you must set up an appointment with the professor no later than 4 days after the assignment is returned. Prior to the meeting, it is asked that you go through the assignment, the rubric, and compare the feedback to the qualifications for the letter grade you are seeking. A grade will be finalized if unquestioned on day 8 after the time of grade distribution.

COURSE GRADING CRITERIA

- "A"— Artistic Mastery! This is an assignment that is expertly researched and exceptionally written. 'A' work is highly creative in synthesizing relevant concepts, uses language eloquently, and delivers polished work with original arguments and new insights. The assignment exceeds expectations and minimum requirements.
- Better'n Most! This is an assignment that is well done and above average. 'B' work demonstrates good research, solid conceptual synthesis, and superior writing mechanics by integrating concepts effectively and exceeding minimum requirements for analysis. The assignment suggests a decent effort but has some flaws to fix for next time.
- "C"— Competent Comprehension. This is an assignment that shows satisfactory completion of minimum requirements and guidelines. 'C' work demonstrates a basic comprehension of fundamental concepts and applications while meeting assignment guidelines, but shows errors in concepts, critical methodology, formatting, spelling, and/or grammar and does not synthesize information. The assignment is average, criteria was attempted but confusing, and suggests minimum effort.

"D"— Deficient. This is a passing grade with serious deficiencies in research, conceptual understandings, or clarity. 'D' work shows an unsatisfactory completion of minimum requirements, does not synthesize information, and/or conceptual understandings and writing skills that are sub-par. Therefore, the assignment is deficient, below average, and indicates negligible effort.

COURSE ETHICS

Conduct that violates academic integrity includes issues such as fraud, cheating, collusion, and the following:

♣ Dishonesty. This is lack of integrity exhibited through lying, cheating, defrauding, or deceiving. Examples of dishonesty include: copying the work of another, allowing one's own work to be copied, reading without the professor's consent a copy of the examination prior to the date it is given,

submitting the same work in more than one course without the express permission of the professor(s); or disclosing or accepting information if one takes a test at a different time than other students in the same course.

Final Grade					
A	940-1000	94-100%			
A-	939-900	90-93%			
B+	899-870	87-89%			
В	866-840	84-86%			
B-	839-800	80-83%			
C+	799-770	77-79%			
С	769-740	74-76%			
C-	739-700	70-73%			
D+	699-670	67-69%			
D	669-640	64-66%			
D-	639-600	60-63%			
F	599-below	59-below			

Plagiarism. Plagiarism is stealing or using the ideas or writings of another as one's own. It involves failure to acknowledge material copied from others or failure to acknowledge one's indebtedness to another for the gist of important thoughts in a formal statement, written or oral. For instance, copying and pasting directly from a web page without using APA quotations clearly constitutes plagiarism. Charges of violating academic integrity shall be handled according to established student discipline procedures. When the professor suspects a violation of the Academic Integrity Policy, she will collect necessary information and materials related to the offense and then contact the student. If the professor finds that a violation has occurred, she will use the Academic Integrity Incident Report form to report the issue to the department chair. To read about additional action, please see the Academic Integrity Policy and Procedures detailed on the "University Policies" website. Review the SUNY Fredonia Academic Integrity Policy by clicking on this link.

TUTORING SERVICES

☐ The Learning Center provides free, confidential, nonbiased, collaborative tutoring services as a way of enabling students to succeed in their course work. The goal of tutoring is to help you with your assignment in a way that will help you become more successful in all of your classes, Learning Center; Carnahan-Jackson Center, Reed Library, Fourth Floor. Phone: 716-673-3550.

LEARNING ACCOMMODATIONS

Reasonable accommodations are available to students with documented disabilities at SUNY Fredonia. Students who may require instructional and/or examination accommodations should contact the office of Disability Support Services for Students (DSS), located on the 4th Floor of the Reed Library (716-673-3270 or disability.services@fredonia.edu). The DSS coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify the professor with an accommodation letter that verifies that the student has registered with the DSS office and describes any accommodations approved for the student. After the student has met with the DSS coordinator, she or he should contact the professor to discuss any needed accommodations. It is at that point that the professor will make accommodations.

DEPARTMENT OF COMMUNICATION PHILOSOPHY

Communication does not exist outside of relationships. With this in mind, the faculty of the SUNY Fredonia Department of Communication believes that all communicators, whether in the classroom, on the air, or within created works, have a responsibility to themselves and their audience. The faculty believes that it is our

responsibility to provide perspective and structure as students make choices about their work, and consequently, about themselves and who they are as adults and scholars. We encourage students to make the effort to consider the consequences of their choices for themselves, for others, and for those relationships.

The faculty encourages projects and behaviors that are undertaken with thoughtful respect and consideration for others. We support and encourage work that is both ethical and enriching to the students' community and to personal and professional relationships. All students should review the Department of Communication Ethical and Professional Standards at http://www.fredonia.edu/department/communication/standards.asp

TENTATIVE COURSE SCHEDULE**

WEEK	DATE	TOPIC COVERED	WHAT'S DUE
1	1/18	Course Introduction Launching Your Study of Communication Theory	Chapter 1
		STUDYING COMMUNICATION THEORY	
2	1/23	Talk about Theory Weighing the Words	Chapter 2 Chapter 3
	1/25	Mapping the Territory	Chapter 4 Bring textbook to class
		THEORIES OF INTERPERSONAL COM	IMUNICATION
3	1/30	Burgoon, "Expectancy Violation Theory"	Chapter 7
	2/1	Altman & Taylor, "Social Penetration Theory"	Chapter 8
4	2/6	Berger, "Uncertainty Reduction Theory"	Chapter 9
	2/8	Walther, "Social Information Processing Theory"	Chapter 10
5	2/13	Baxter & Montgomery, "Relational Dialectics"	Chapter 11
	2/15	Petronio, "Communication Privacy Management Theory"	Chapter 12 Pair 1: Website Presentation & Outline Due (finalized website due 2/17)
		THEORIES OF INFLUENCE	
6	2/20	Sherif, "Social Judgment Theory"	Chapter 14
	2/22	Petty & Cacioppo, "Elaboration Likelihood Model"	Chapter 15 Pair 2: Website Presentation & Outline Due (finalized website due 2/24)
7	2/27	Festinger, "Cognitive Dissonance Theory"	Chapter 16
	3/1	Bormann, "Symbolic Convergence Theory"	Chapter 18
8	3/6	Exam 1 Review Day	Bring textbook, notes, & technology (e.g., a computer or tablet) to type answers
	3/8	Exam 1 (Ch. 1-4 & 7-16)	Exam 1
9	3/13-17	No Class: Spring Break	
		THEORIES OF MASS COMMUNICATION	
10	3/20	McLuhan, "Media Ecology" Introduce theory paper assignment	Chapter 25
	3/22	Barthes, "Semiotics"	Chapter 26 Pair 3: Website Presentation & Outline Due (finalized website due 3/24)
11	3/27	Hall, "Cultural Studies"	Chapter 27 Bring technology to locate advertisement

WEEK	DATE	TOPIC COVERED	WHAT'S DUE
	3/29	Katz, "Uses and Gratifications"	Chapter 28
		Introduce theory paper assignment & discuss	Pair 4: Website Presentation & Outline Due
		synthesizing research	(finalized website due 3/31)
12	4/3	Gerbner, "Cultivation Theory"	Chapter 29
	4/5	McCombs & Shaw, "Agenda-setting Theory" Entman, "Framing"	Chapter 30 Entman, ONCOURSE Pair 5: Website Presentation & Outline Due (finalized website due 4/7)
		THEORIES OF INTERCULTURAL COMMUNIC	CATION
13	4/10	Giles, "Communication Accommodation Theory"	Chapter 31
	4/12	Ting-Toomey, "Face-Negotiation Theory"	Chapter 32 Pair 6: Website Presentation & Outline Due (finalized website due 4/14)
14	4/17	Tannen, "Genderlect Styles"	Chapter 34
	4/19	Harding & Wood, "Standpoint Theory"	Chapter 35 Pair 7: Website Presentation & Outline Due (finalized website due 4/20)
15	4/24	Kramarae, "Muted Group Theory"	Chapter 36
	4/26	Theory Application Paper Workday (out of class) Sign-up for 10-minute meetings with prof (optional)	
16	5/1	Theory Application Paper Presentations	Due: Theory Application Paper & Presentation
	5/3	Exam 2 Review Day	Bring textbook, notes, & technology (e.g., a computer or tablet) to type answers
Finals	W, 5/10	Exam 2 (Ch. 18 & 25-36)	Exam 2
Week	1:30-		
	3:30		
	p.m.		

** Schedule Notes:

- ♣ The course schedule is a general plan for the course; deviations announced to the class by the professor may be necessary. The schedule is tentative and may change due to the needs of the class. Should a change be necessary, the professor will let you know of the changes as soon as they are decided via email and ONCOURSE.
- ♣ Important Registrar Dates: Jan. 24 (final day to DROP courses), March 23 (mid-semester grades available), and April 7 (final day with WITHDRAW from course).
- Final grades will be available to students on May 18, 2017 after 3:00 p.m.

COMM430: Communication Theory

Spring 2017, Exam 1 Worth: 200 Total points

The COMM430 exam is a closed note, closed book exam that will take place March 8, 2017 from 2-3:20 p.m. If you are not present on the day of the exam you will earn a zero.

Exam Breakdown

- 1. **32 Multiple Choice Questions**: You will choose the best answer for each question and will mark your answer on a scantron that the professor provides. (3 points each, 96 total points)
- 2. **2 Short Answer Questions**: You will be given three questions from which you will <u>pick two</u> to answer. You will write the answer on the response sheet provided by the professor. (52 points each, 104 total points)

Be prepared to . . .

- a. compare/contrast concepts discussed in different chapters assigned throughout the term (e.g., explain the main characteristics of EVT, URT, and Relational Dialectics and then identify similarities and differences while also using an example from real life);
- b. incorporate communication research (studies referenced in the textbook and during class discussion) and own opinion while discussing major topics (e.g., compare/contrast SJT, ELM, and CDT while using a real life example to illustrate the major parts of the concepts)

Bring to Class

Pencil

Study Tips

During each class session, the professor showed PowerPoint presentations, distributed handouts, facilitated class discussions, and oversaw activities. She frequently shared information that was <u>not</u> in the assigned reading. All that content is fair game on the exam. This exam will test your understand of content discussed in the textbook readings assigned during the first seven weeks of COMM430. Focus on broad ideas instead of a concept's specifics such as dates and names. Be able to define the terms and, if an example or description is on the exam, identify the term.

You may want to create reading summaries for each chapter or at least review the readings so that you can draw connections between the researchers' major arguments and conclusions. For instance, you could re-read Chapter 3, "Weighing the Words," to revisit the criteria for evaluating communication theory and then apply that understanding to each theory discussed thus far in the class. Also, when discussing "theories of interpersonal communication," be able to explain how the 6 theories differ (contrast) but are also similar (compare). Furthermore, review the "theories of interpersonal communication," so that you can compare/contrast the six theories while also identifying how they fit in with particular theories of influence.

Spend some time reviewing the material via Quizlet. Here is a link to our class quiz: https://quizlet.com/_35mtbc. I will enter in over 120 terms and their corresponding definitions. Quizlet then creates uses the information to create quiz questions. Although the first exam only has short answer and multiple choice, Quizlet will use a variety of methods (i.e., true/false, multiple choice, fill in the blank, matching) to test your knowledge of course content.

How to access the quiz:

1. You can copy and paste this web address into your browser: https://quizlet.com/ 35mtbc

- Note: You can also download the FREE Quizlet app on IOS and Android devices and take take practice quizzes on the go (link).
- 2. Log-in using your Fred mail (gmail) account
- 3. Select the study method you'd like to use. I recommend "flashcards" or "test" but "match" is fun, too.
 - Here's a link to Quizlet Q&A: https://quizlet.com/help/2444083/whatisquizlet.

Websites created by your classmates:

- RDT & CPM: http://realtionaldialecticscpm.weebly.com/
- SJT & ELM: http://socialjudgementlikelihood.weebly.com/

Material to Review

<u>Chapter 1</u> (launching study)

- Define: communication, theory
- Identify: truisms about communication, value of understanding communication theory

<u>Chapter 2</u> (talk about theory)

- Define: each approach to knowing
- Identify and explain: ways of knowing, characteristics of the interpretative and objective approaches

Chapter 3 (weighing words)

- Identify and explain: summarize criteria for evaluating an objective theory and an interpretative communication theory

<u>Chapter 4 (mapping territory)</u>

- Identify and explain: seven traditions in the field of communication theory, compare/contrast the seven traditions, identify the approach to research that is used to study each tradition

Chapter 7 (EVT)

- Define: expectancy, proxemics
- Identify and explain: characteristics of the core concepts of "expectancy," what EVT predicts, assumptions of EVT

Chapter 8 (SPT)

- Identify and explain: stages of penetration process, communication reward valence, personality structure, depth of self-disclosure, comparison level & comparison level alternatives, assumptions of SPT

Chapter 9 (URT)

- Define: axiom
- Identify and explain: the eight axioms, focus on human communication, strategies for reducing uncertainty

Chapter 10 (SIP)

- Define: computer mediated communication, face-to-face communication
- Identify and explain: Key features of CMC, hyper-personal relationships & media effects, role of extended time in CMC, hyper-personal perspective
- Compare/contrast: CMC & FTF

Chapter 11 (relational dialectics)

- Define: relational dialectics, internal & external dialectics
- Identify: internal & external dialectics
- Compare/contrast: the different ways the main dialectic tensions affect relationships (both internal and external) For example, see figure 11-1.

Chapter 12 (CPMT)

- Define: shareholder, private information, rule-based theory, co-ownership
- Identify: core principles of CPM, rules for concealing and revealing information, examples of boundary linkage and boundary turbulence

Chapter 14 (SJT)

- Identify and explain: attitudinal anchors, zones of attitudes, ego-involvement, judgments & attitude change

Chapter 15 (ELM)

- Define: central and peripheral routes, message elaboration
- Identify and explain: characteristics of peripheral and central processing routes, peripheral cues, factors affecting motivation, factors affecting ability,

Chapter 16 (CDT)

- Define: key terms associated with "cognitive dissonance and perception," cognitive dissonance, cognitions
- Identify and explain: relationships among cognitions, magnitude of dissonance, steps for reducing dissonance between actions & attitudes, terms associated with "cognitive dissonance and perception"

COMM430: Communication Theory

Spring 2017, Exam II Worth: 200 Total points

The COMM430 exam is a closed note, closed book exam that will take place Wednesday, May 10, 2017 from 1:30-3:30 p.m. If you are not present on the day of the exam you will earn a zero.

Exam Breakdown

- 1. **40 Multiple Choice Questions**: You will choose the best answer for each question and will mark your answer on a scantron that the professor provides. (2.5 points each, 100 total points)
- 2. **2 Short Answer Questions**: You will be given three questions from which you will <u>pick two</u> to answer. You will write the answer on the response sheet provided by the professor. (50 points each, 100 total points)

Be prepared to . . .

- a. compare/contrast concepts discussed in different chapters assigned throughout the term (e.g., explain the main characteristics of uses & gratifications theory, cultivation theory, & accommodation theory and then identify similarities and differences while also using an example from real life);
- b. incorporate communication research (studies referenced in the textbook and during class discussion) and own opinion while discussing major topics (e.g., compare/contrast UGT, CT, and AT while using a real life example to illustrate the major parts of the concepts)

Bring to Class

Pencil

Study Tips

During each class session, the professor showed PowerPoint presentations, distributed handouts, facilitated class discussions, and oversaw activities. She frequently shared information that was <u>not</u> in the assigned reading. All that content is fair game on the exam. This exam will test your understand of content discussed in the textbook readings assigned during the first seven weeks of COMM430. Focus on broad ideas instead of a concept's specifics such as dates and names. Be able to define the terms and, if an example or description is on the exam, identify the term.

You may want to create reading summaries for each chapter or at least review the readings so that you can draw connections between the researchers' major arguments and conclusions. For instance, you could re-read Chapter 27, "Cultural Studies," and then apply Hall's understanding of culture to theories of intercultural communication. Also, when studying "theories of mass communication" and "theories of intercultural communication" be able to explain how the theories differ (contrast) but are also similar (compare). Furthermore, review the "theories of intercultural communication," so that you can compare/contrast the theories (e.g., what would Wood, Kramarae, and Tannen's say to one another if they met a networking event? What similarities and differences would they discuss?). You could also consider how they fit in with particular theories of mass communication.

Spend some time reviewing the material via Quizlet. Here is a link to our class quiz: https://quizlet.com/_3djqdx. I will enter in over 90 terms and their corresponding definitions. Quizlet then creates uses the information to create quiz questions. Although the first exam only has short answer and multiple choice, Quizlet will use a variety of methods (i.e., true/false, multiple choice, fill in the blank, matching) to test your knowledge of course content.

How to access the quiz:

- 1. You can copy and paste this web address into your browser: https://quizlet.com/_3djqdx
 - Note: You can also download the FREE Quizlet app on IOS and Android devices and take take practice quizzes on the go (link).
- 2. Log-in using your Fred mail (gmail) account
- 3. Select the study method you'd like to use. I recommend "flashcards" or "test" but "match" is fun, too.
 - Here's a link to Quizlet Q&A: https://quizlet.com/help/2444083/whatisquizlet.

Websites created by your classmates:

- Media Ecology & Semiotics: http://mediasecologysemiotics.weebly.com/
- Cultural Studies & Uses and Gratifications Theory: http://culturalstudiesusesandgratifications.weebly.com/
- Cultivation Theory, Agenda-Setting Theory, & Framing: http://theoriesofcommunications.weebly.com/
- Accommodation Theory & Face-negotiation Theory: http://accommodationfacenegotiationtheories.weebly.com/
- Genderlect Styles & Standpoint Theory: http://genderlectstandpoint.weebly.com/

Material to Review

Key terms and section headings have been identified

<u>Chapter 18</u> (symbolic convergence theory)

- <u>Define</u>: fantasy theme
- Identify and explain: fantasy themes analyses, relationship between fantasies and group's shared identity

Chapter 25 (media ecology)

• Identify and explain: "the medium is the message," hot and cold mediums, 5 eras in media history

Chapter 26 (semiotics)

- Define: semiotics, code
- <u>Identify and explain</u>: connotation, relationship between a signifier, signified, & sign, mythical signs, practical guidelines for semiotics

Chapter 27 (cultural studies)

- Define: hegemony
- <u>Identify and explain</u>: Hall's goal as a researcher, three decoding options dominant, negotiated, & oppositional readings

Chapter 28 (uses and gratifications)

• <u>Identify and explain</u>: key question Katz poses, typologies - the eight motivations, Maslow's Hierarchy of Needs, parasocial relationship, table discussed in class – gratification sought, description, & example

<u>Chapter 29</u> (cultivation theory)

• Define: Resonance

• <u>Identify and explain</u>: topic that's the focus of Gerbner's research, connection between cultivation analysis and mass communication, three prongs of cultivation theory

Chapter 30 (agenda-setting theory)

• <u>Identify and explain</u>: agenda-setting groups, agenda-setting hypothesis, McCombs and Shaw's beliefs about the mass media, levels of agenda-setting theory

Entman, "Framing" (OnCourse)

- Define: framing
- Identify and explain: locations of framing in the communication process, how frames work

<u>Chapter 31</u> (communication accommodation)

- Define: accommodation, overaccommodation, convergence, divergence
- <u>Identify and explain</u>: speech accommodation, communication accommodation strategies, motivations for divergence and convergence, recipient evaluation of divergence and convergence, strategies people use to converge or diverge

Chapter 32 (face-negotiation)

- Define: face, facework, negative face, positive face, self-image, positive politeness, negative politeness
- <u>Identify and explain</u>: collectivistic and individualistic cultures, multiple faces of face, three types of facework, universal face needs, politeness theory (two types of politeness), face threatening acts

<u>Chapter 34</u> (genderlect styles)

- <u>Define</u>: tag question, genderlect
- <u>Identify and explain</u>: women's desire for connection vs. men's desire for status, rapport talk vs. report talk (the six categories and examples of men and women speech communities), "now you're beginning to understand"

Chapter 35 (standpoint)

- Define: standpoint
- <u>Identify and explain</u>: know content from the introductory paragraphs, women as a marginalized group, strong objectivity, knowledge from nowhere vs. local knowledge

Chapter 36 (muted group)

- <u>Define</u>: muted group
- <u>Identify and explain</u>: sexual harassment, black holes in someone else's universe, speaking out in private, enriching the lexicon, sexual harassment: coining a term to label experience, co-cultural theory: how muted groups talk to dominant groups

EXAM SHORT ANSWER RESPONSE POINTS DISTRIBUTION

Out of 50 points

50 points (A+)

- Answered entire question accurately, demonstrates a superior understanding of all concepts, explains relevant concepts, appropriate, offers thoughtful reflective
- The example(s) are thorough and well explained
- Articulates clear connection between parts of question (e.g., accurately compares and contrasts the ideas)

49 - 45 points (A to A-)

- Answered entire question accurately, demonstrates a superior understanding of the course terms, explains relevant concepts, appropriate, offers thoughtful reflective
- Majority of answer is correct and includes a definition that suggests the student understands the term; however, more could be written
- Examples are identified but need more of an explanation so that their relation to the concept is clear
- Offer a clear connection between parts of question (e.g., compare and contrast concepts)

44 - 42 points (B + to B)

- Answer relates to question, decent effort, demonstrates considerable understanding, mostly appropriate comments, integrates most concepts effectively, presents relevant viewpoints
- May have explained the term correctly but the connection between the example(s) and the term is unclear a more thorough explanation is needed
- Definition may be off but the example(s) is well explained and accurate
- May need to offer a clearer connection between parts of question (e.g., compare and contrast concepts)

41 - 40 points (B-)

- Answers related to questions, decent effort, demonstrates understanding, mostly appropriate comments, integrates most concepts effectively, presents relevant viewpoints
- May have explained the term(s) correctly but the example(s) is incorrect and may need a more thorough explanation
- May need to offer a clearer connection between parts of question (e.g., compare and contrast concepts)

39 - 37 points (C+ to C)

- Attempts to answer questions, satisfactory completion of minimum requirements, average, attempted criteria but confusing, more effort needed to demonstrate mastery of the concept
- Some of the answer/explanation may be incorrect and/or more information is needed to demonstrate a thorough understanding of concept
- Connection between example and concept is unclear or more information is needed
- Should offer a clearer connection between parts of question (e.g., compare and contrast concepts)

$36 - 35 \ points \ (C-)$

- Attempts to answer the question but the answer may be incorrect, satisfactory completion of minimum requirement, average, more information needed to demonstrate mastery of the concept
- Example(s) requires an explanation so connection to the concept is clear
- Example(s) may be incorrect but explanation of the term is above average
- Should offer a clearer connection between parts of question (e.g., compare and contrast concepts)

34 - 30 points (D + to D -)

- Attempts to answer all/most of the questions but answers are below average and demonstrate little understanding, conceptual understandings is subpar
- At least a few of the terms are correct but most are wrong
- Should offer a clearer connection between parts of question (e.g., compare and contrast concepts)

10 points (F)

Answer is incorrect but earn some points for trying

COMM430: Comm Theory Discussion Questions

Description

This assignment asks you to come prepared to discuss the following questions. The professor will regularly collect your typed answers to the discussion questions. Make sure the questions are clearly numbered and typed.

Your answers will be graded based on thoroughness, and the score will contribute to your participation grade. For each answer, make sure you (1) include examples from "real life" (e.g., your life, something you saw on social media, a news article you read, a television episode or movie that you watched, etc.), (2) write an answer that is at least 200-250 words, and (3) clearly identify the topic prompt. The discussion question rubric is posted to OnCourse.

Grading

Demonstrates minimal to answer some of Integrates concepts all parts of the	Grading				
Demonstrates minimal to answer some of understanding question but fails to include specifics and/or an example understanding to answer some of understanding question but fails to but may need to questions accuratel and draws on concrete examples when answering	0	1	2	3	4
	Not turned in	Demonstrates minimal	to answer some of question but fails to include specifics	Integrates concepts but may need to	questions accurately and draws on concrete examples when answering

EXAM I

Week 2: 1/23-1/25

Ch. 2 (talk about theory)

- 1. Griffin separates theories into two "camps": objective and interpretive. Where do you feel more at home? Why?
- 2. Compare the interpretive scholar's philosophy with the scientist's.

Ch. 3 (weighing words)

- 1. Outline the principal criteria for determining the value of an objective or interpretive theory. While describing the differences, bring in real life examples to illustrate your explanation.
- 2. Compare the criteria for evaluating objective and interpretive theories. Do any similarities exist between them?

Ch. 4 (mapping the territory)

- 1. Explain your underlying assumptions about communication.
- 2. Which traditions of communication theory seem to be most important in other communication courses you have taken such as public speaking or interpersonal communication?
- 3. What research methods would be most appropriate for each of the seven theoretical traditions featured in this chapter?

Week 3: 1/30-2/1

Ch. 7 (expectancy violation theory)

- 1. Identify, describe, and illustrate the core concepts of EVT. Explain whether you agree with the statement that a violation ever be positive. Provide an example.
- 2. What is the difference between violation valence and communicator reward valence? Which is more important? Use a real-life example to support your answer.

Ch. 8 (social penetration theory)

- 1. Once you have breached a topic or topical area, is it always possible to revisit that area? Or revisit it easily?
- 2. What other metaphors or analogies can you provide that characterize the relationship between communication and close friendship? What are the theoretical strengths and weaknesses of such constructs?

Both Chapters

1. Explain how EVT and SPT differ (contrast) but are also similar (compare). Use a real life example to augment your answer

Week 4: 2/6-2/8

Ch. 9 (uncertainty reduction theory)

- 1. Think back on your initial encounters with your roommate, romantic partner, or friend. Now, select three axioms to explain your encounter What strategies were employed to reduce uncertainty? Were there elements about the individual and the context of your meeting that motivated your quest to reduce uncertainty?
- 2. Berger suggests that people interact less if they do not anticipate future interactions. Why is it, then, that complete strangers often interact intensely when seated next to each other on a train, plane, or bus? Explain your answer in terms of uncertainty reduction theory.

Ch. 10 (social information processing theory)

- 1. Describe the link between interpersonal information, impression formation, and relationship development. Use an example from real life to support your answer.
- 2. In the absence of nonverbal cues, how are verbal cues used to develop impressions regarding interpersonal affiliation?

Both Chapters

1. Explain the similarities and differences between FTF and CMC communication. Your answer should use a real life explain and include at least 3 axioms from URT.

Week 5: 2/13-2/15

Ch. 11 (relational dialectics)

- 1. Identify at least two gender- or culture-specific aspects to relational dialectics. Then, use a real life example to explain to explain at least 1 internal dialectical tension and 1 external dialectical tension.
- 2. Compare the approach to relational communication championed by Baxter and Montgomery with social penetration theory and uncertainty reduction theory. How would you assess the insights and value of each theory? Make sure you answer identifies at least 1 internal dialectical tension and 1 external dialectical tension.

Ch. 12 (communication primary management)

1. People become co-owners of information through different means. Explain at least two routes to becoming a co-owner and what the implications are for one's felt level of responsibility.

- 2. According to Petronio, once you know a piece of private information, you have rights and *responsibilities*. What are they? What is afforded with ownership and what must be negotiated?
- 3. How is privacy negotiated online? What boundaries are unique to online relationships?
 - Note: Be prepared to offer your share your "Post Secret" postcard with the class

Both Chapters/Past Chapters

- 1. Identify and describe a situation from real life. Explain how uncertainty (URT) affected boundary management.
- 2. How is privacy managed online (social information processing theory)? How do dialectical tensions (RD) affect boundaries that are unique to online relationships?

Week 6: 2/20-2/22

Ch. 14 (social judgment theory)

- 1. Consider a time that you underwent a major—perhaps life-altering—change of mind or heart. Now, provide a short description of this experience. To explain how social judgment theory accounts for your conversion experiences, identify your anchor point and then articulate how <u>each</u> zone of attitude played a role in the change.
- 2. A core assumption of social judgment theory is that your attitudinal anchor influences how you evaluate a persuasive message. Select a persuasive message that is selling an expensive product. Then explain (1) general strategies utilized to persuade an audience that has high ego-involvement, (2) general strategies utilized to persuade an audience that has low ego-involvement, and compare/contrast "contrasting" and "assimilation" as they relate to the high ego-involvement audience's attitudinal anchor and low ego-involvement audience's attitudinal anchor.

Ch. 15 (elaboration likelihood model)

- 1. Watch a short advertisement and identify at least three of the peripheral cues used in the advertisement. You should also pinpoint the audience and explain how the peripheral cues impact the persuasiveness of the message.
- 2. Compare (similarities) and contrast (differences) the central and peripheral routes. Make sure your answer addresses factors affecting motivation and factors affecting ability. You the example of "persuading college students not to binge drink" to augment your answer.

Both Chapters

1. How do researchers approach studying SJT and ELM? Re-read Chapter 3, "Weighing the Words," to revisit the criteria for evaluating communication theory and then apply that criteria to SJT & ELM. You may want to use a research example to support your explanation.

Week 7: 2/27

Ch. 16 (cognitive dissonance theory)

- 1. According to Festinger, what is the causal relationship between attitude and behavior? Use a few examples to explain how this relationship affect one's attempt to influence others.
- 2. Define and illustrate cognitive dissonance using your own words. In what instances is it possible to avoid cognitive dissonance?
- 3. What would Festinger have to say about the "Just say no!" drug prevention campaign?

EXAM II

Week 8: 3/8

- 1. Think of a small group of which you are/were a part. What fantasies has the group shared? How have the fantasies created community within the group? If a group fails to share fantasies or create fantasy themes, what does Bormann predict for the group's cohesiveness? How does the sharing of fantasies and creation of fantasy themes reduce uncertainty?
- 2. Outline the principal features of Bormann's symbolic convergence theory. Do you see it as more of an objective or interpretive theory?
- 3. If a group fails to share fantasies or create fantasy themes, what does Bormann predict for the group's cohesiveness?

Week 10: 3/20-3/22

Ch. 25 (media ecology)

- 1. How has your life been changed by a technological advance? What was lost and what was gained? Bring in a theory discussed in the "interpersonal" section of the textbook (Ch. 7-12) to support this answer.
- 2. How might McLuhan respond to research that suggests that people who spend considerable time online experience higher levels of depression and loneliness than they would if they used the computer network less frequently? When answering this question, consider his ideas concerning the "global village" and Walther's "Social Information Processing Theory (Ch. 11).

Ch. 26 (semiotics)

- 1. Since the receiver interprets signs, explain, in your opinion, whether they have any stable/objective meaning; or, are all signs subjective? Explain how researchers approach studying the signifier and signified using content learned in Ch. 2-4.
- 2. Keeping his analysis of wrestling in mind, how might Barthes respond to genre of reality television shows such as The Bachelor, Jersey Shore, Real Housewives, or The Biggest Loser? How would he characterize the basic premises and plot elements that comprise the shows? How might he account for their great popularity?

Both Chapters

1. How would Barthes critique McLuhan's claim that "the medium is the message"? What would Barthes think of McLuhan's pun "the medium is the massage"?

Week 11: 3/27-3/29

Ch. 27 (cultural studies)

- 1. Define and explain the concept of hegemony. What is its connection to mass communication?
- 2. Everyone belongs to a culture. Can we ever fully escape the filters of culture and see through unbiased eyes? Identify a specific example from you own life.

Ch. 28 (uses & gratifications theory)

- 1. What are some potential reasons for the development of parasocial relationships? Describe a parasocial relationship occurring with your own life. Make sure you answer identifies the specific typologies that that the media is meeting.
- 2. Katz's perspective was originally proposed when media choices were more limited (radio, movies, newspapers, and magazines). In what ways does this theory still apply in the age of text messages, Skype and social networking websites, iPods, and interactive television? Make sure your answer includes specific language from the theory so that you can thoroughly explain an example.

Both Chapters

1. How does cultural studies connect with uses and gratifications theory? Use a real life example to compare and contrast the theories.

Week 12: 4/3-4/5

Ch. 29 (cultivation theory)

- 1. In what ways is TV is responsible for shaping, or 'cultivating' viewers' conceptions of social reality? How does Hall's approach to studying Cultural Studies (Ch. 27) fit in with Gerbner's theory? Use a real life example to augment your answer.
- 2. How would you describe your own viewing habits? What do you believe are the consequences of these patterns of television exposure? As you answer the latter part of this question, consider what you learned in Ch. 28 (uses and gratifications theory)

Ch. 30 (agenda-setting & framing theories)

- 1. Agenda-setting theory states that the media establish the importance of some issues more effectively than others. Why is this the case? Conversely, is there a national or local issue that concerns you that has not been emphasized by the media? How does their neglect make you feel?
- 2. Discuss the concept of framing in terms of "recreating one's self." In what ways have you tried to reframe yourself and how is this action relevant to the agenda-setting theory? Use an example to answer this question.

Both Chapters

1. McCombs & Shaw believe that the mass media have the ability to transfer the salience of items on their news media agendas to the public agenda. How does see agenda-setting relate to cultivation theory? For instance, you may discuss how media coverage of crime made you more careful about locking your doors or securing your car.

Week 14 4/17-4/19

Ch. 31 (communication accommodation theory)

- 1. Based on the principles of CAT, what suggestions would you offer to a person going on a job interview? Make sure the answer includes key terms from the theory along with an example.
- 2. Beyond accommodating verbally, how might CAT principles extend to issues such as those raised by theories discussed in the "interpersonal" section of the textbook such as Relational Dialectics, Uncertainty Reduction Theory, Communication Privacy Management Theory, etc.?

Ch. 32 (face negotiation theory)

- 1. Reflect on a conflict that you experienced or are currently experiencing. How would you describe the facework and modes of conflict management employed? Are Ting-Toomey's predictions supported or undermined by your experience?
- 2. Compare individualistic and collectivistic cultures, particularly with respect to the concept of face and conflict negotiation.

Both Chapters

1. How might Giles <u>and Ting-Toomey</u> define effective communication? Compare and contrast their definitions using a specific example. Then, explain your reasoning for why you think one definition is better than the other.

Week 15: 4/24-4/26

Ch. 34 (genderlect styles)

1. Tannen does not believe that there is a male plot to dominate women. Do you agree or disagree with her? Does knowledge of Tannen's theory make us better or worse communicators? Make sure your answer includes examples from real life and identifies specific communication encounters that Tannen discusses in her theory (e.g., report v. rapport talk, etc.).

2. In what way could Tannen's theory become self-fulfilling prophecy? Is this good or bad? Tannen claims that "male-female conversation is cross-cultural communication." If this is so, then the three theories presented in the intercultural section of this book should shed light on the ways in which men and women talk to each other. What do you think?

Ch. 35 (standpoint theory)

- 1. What social groups to which you belong shape your standpoint? Are some more influential than others? How do they affect your worldview? How possible is it for you to answer these questions objectively?
- 2. Provide and discuss an example that contrasts how the powerful in society might define a concern or experience of a marginalized group with how members of the marginalized group themselves might perceive the same issue.

Both Chapters

1. Are there generational features to male-female communication? In what ways do people from your parents' and grandparents' generations converse differently from people in your own generation? Make sure your answer includes at least one example along with information from <u>both</u> genderlect styles and standpoint theory.

Week 16: 4/26 (optional – score will replace the lowest score earned on previous DQ)

Ch. 36 (muted group theory)

- 1. Does Kramarae make the arguments about the linguistic domination of women by men equally applicable to the arena of racial justice? Are African Americans, Hispanics, and other minority groups oppressed by the language use of Americans of European descent? Discuss the degree to which the parallel can be made.
- 2. What current linguistic practices on our campus could be said to perpetuate male dominance?
- 3. How does Kramarae support her argument that men dominate language and society? Do you find her argument persuasive?

COMM430: THEORY APPLICATION PAPER & PRESENTATION

Worth: 250 total points (Essay = 210 points & Oral presentation = 40 points)

Due: April 12, 2017

- Bring a hard copy of essay and reference page to class
- <u>Upload Essay</u> file to Turnitin (OnCourse > COMM430 > Assignment Theory Application Paper & Presentation > Turnitin Dropbox-Theory Application Paper). Keep in mind that submissions will not be accepted after the due date, the system will generate your Originality Report immediately (resubmissions are not allowed), your document will be stored in Turnitin, and your file will be checked against stored student papers, the Internet, journals/publications, and the bibliography will be excluded from the total but the use of quoted material will not. Originality Score should be at or below 10 percent.

Description: The theory application project is designed to help build a bridge between the practical and the theoretical while also laying the groundwork for you to assess and evaluate communication theory. This assignment includes a 1250-1500 words (roughly 5-6 pages). Paper should demonstrate expertise on a theory and a 3-4 minute oral presentation that summarizes the essay's major conclusions. During both parts of the assignment, you will select a theory, research literature on the theory, and apply that theory to a "real-life" construct. Your emphasis should be on creating understanding beyond what is covered in the textbook.

Theory Selection: Each student will select a different theory. The professor will share the theory sign-up sheet with you via Google Drive. You **cannot** select a theory that you discussed on your website.

PART I: ESSAY

Worth: 210 points

Your essay has two major goals ...

I. Goal I: Synthesize communication literature that discusses the theory. The theory research that you identify, read, and explain should come from peer-reviewed journals that publish communication research (see Appendix). This section should comprise roughly 60% of the essay's total length.

Questions to Consider:

Below is a list of questions you should consider when evaluating journal articles and synthesizing research. You <u>do not need to and should not try to answer all of these questions</u>, but you should consider a few of them when writing your essay. These questions will help you evaluate the strengths and weaknesses of the article.

In their introductions, the authors of the journal articles should do the following. For each article, identify and explain:

- the purpose of their research. Was it apparent what he or she was attempting to do?
- how the purpose of the research describes, predicts or critiques communication behavior. Then, assess whether this goal was appropriate and worthwhile.
- the potential significance of the research study. Then, explain why and how the research could prove useful to communication scholars, communication practitioners, and/or the general public.

In their <u>review of literature</u>, the authors of the journal articles should do the following. For each article, identify and explain:

- how the author(s) use a particular theoretical perspective as a basis for the research. Was the research trying to develop, test, clarify or refine a theory by testing a proposition deduced from it (called a deductive approach)? If so, was this theory explained in sufficient depth?
- how the researcher explained what we know from previous research about each of the variables of interest and how are they related. Did the researcher provide enough detail about the various studies (such as purpose, methods, findings, and significance)?
- the gaps the researcher pointed out any gaps in the research literature. Was it clear how and why this study served as an extension of previous research?

In their results section, the authors of the journal articles should do the following. For each article, identify and explain:

• if the data was obtained in the form of qualitative or quantitative data. Were these data sets appropriate for answering the research questions or hypotheses?

In their <u>discussion section</u>, the authors of the journal articles should do the following. For each article, identify and explain:

- how the researchers go about building cogent arguments regarding the conclusions that are drawn from the research. Did the conclusions seem valid?
- any important problems the researchers encountered in conducting the research. How do these problems limit the validity of the conclusions that can be drawn?
- the potential application of the researchers' findings. Was the significance of these conclusions for communication scholars, communication practitioners, and/or the general public made explicit?

How do you see your chosen theory connecting to other theories discussed in COMM430? You may also want to consider how the theories compare to one another by exploring various bodies of research.

- **Note: To see how past students have achieved "goal 1" go to OnCourse > Assignment Theory Application Paper & Presentation > Example Essay- Essay's Goal 1.
 - II. Goal II: Offer a real-life practical application of the theory by identifying and explaining how the theory plays out in real life.

In this section, you should identify and describe movie, television episode, book, new event, advertisement, or a song that clearly illustrates the theory. Since the example is *not* coming from first hand experience, you should provide an in-text and reference page citation for the example.

Briefly summarize the real life situation and identify how different parts of the theory apply to situations occurring within the situation. Make sure that you use direct quotes and identify how the quotes demonstrate the key terms from the theory. In other words, explicitly connect the example to the theory. Take it a step further and relate the example to the research that you cited earlier in the essay or relate it to new research.

This section should comprise roughly 40% of the essay's total length.

Essay Requirements:

- * Note: One copy of the essay must be printed and submitted in person and online using Turnitin. The essay's Originality Report should be at or below 10 percent. You should paraphrase information instead of using direct quotes as a way to reduce your Turnitin score.

 Style
 - <u>Essay Length</u>: The essay should be 1250-1500 words (roughly 5-6 pages) and include a word count on the last page of the essay. The reference page does NOT count toward your page minimum or maximum.
 - o Essay should include section headings, an introduction, and a conclusion
 - Research/Source Requirements: Your research should come from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues related to the theory and/or non-bias websites.
 - o 6+ sources
 - 4 sources must be academic articles (other than the ones assigned in class)
 - Only 2 sources are from a credible non-biased websites (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 2)
 - The textbook (current and past editions), articles assigned for class, and the example you use <u>do not</u> count toward the source requirement; however, they should be cited in the essay and reference page.
 - Instead of citing the textbook, locate and cite the initial article that shares information about the theory.
 - o Provide citations for examples if they come from resources other than first hand experience.
 - Written in <u>APA style</u>: justified left, 1" margins, double spaced, running head including page numbers in top right corner, stapled, contractions written out, and typed in 12-point Times New Roman font. Do not alter font type and/or size or deviate from the margin requirements in an effort to "cheat" your way around the page minimum

and maximum. Each "cheat" will result in a 5% automatic deduction from your paper grade. APA resources are posted on ONCOURSE. Also refer to the American Psychological Association (http://www.apastyle.org) and Purdue Owl (http://owl.english.purdue.edu/) for the most current rules for APA style.

• Synthesize research and introduce/contextualize direct quotes

Content

- Rely more on paraphrasing than direct quotes
- Contextualize the quotations
- Use quotation marks around quotations from the text or block them.
- When you quote a source, indicate where your quotation comes from in parentheses at the end of the quotation.
- If you are using a long quotation and would like to leave out extraneous material, you may use ellipses to indicate that you have left something out. However, do not abuse ellipses just because you do not like to type quotations; you should not have to use ellipses on quotations that are less than three or four lines long.
- Use your notes from class, your textbook, and any additional readings to support claims that you make in the essay.

Broad Essay Evaluation:

- <u>Organization and Structure:</u> The essay's structure is extremely clear and easy to follow. Content is arranged logically and the essay maintains flow of thought. Introduction includes a clear thesis and attention getter. Conclusion is logical and flows from body of paper.
- <u>Content</u>: While answering a variety of questions, the writer does a superior job identifying and summarizing theoretical concepts learned in the class. While answering each question, the writer thoroughly explains the communication theory and its tenets.
- Synthesis of Evidence: Outside sources' findings/results should be thoughtfully compared, contrasted and/or connected. Appropriate content being considered is covered in depth without being redundant. The writer offers succinct and precise conclusions based on the review of information. Insights into the theory and content learned are superior.
- <u>Source Quality:</u> Sources cited in the paper and authors include a variety of sources. All research comes from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites

PART II: ORAL PRESENTATION

Worth: 40 points

You will deliver a presentation that explores the theory discussed in your essay. You should share relevant research and deliver an extemporaneous presentation. Although it is not required, you may use a visual aid to supplement your presentation.

Your responsibilities include explaining conclusions you have uncovered in your research, responding to questions from your classmates, and providing real life examples that create understanding. During the presentation, you share a responsibility with the professor to make the class time interesting and productive for those who have *already* read the text. That means you should not repeat what is said in the book but instead you should enhance the textbook's content by relating the information to contemporary examples and outside research. Since we a lot of time may have passed since we last discussed your theory, you may want to begin your presentation with a brief summary of the theory.

Your oral presentation will be evaluated based on your knowledge of the theory and use of evidence to support your claims. This means you must have updated evidence and knowledge of the history of the theory. Additionally, your grade will take into account clarity and accuracy of ideas presented, adaptation to classmates' interest and level of knowledge, and presentational qualities.

Presentation Requirements:

• Use an outline or notecards during the oral presentation (your theory paper will be handed in at the start of class)

- The <u>presentation</u> should be 3-4 minutes.
- Orally cite (author, title, year) sources used in the paper.
- <u>Dress professionally (business casual)</u> and deliver the presentation extemporaneously.
- Answer questions posed by the audience

Appendix

List of Journals

There are numerous scholarly journals available in the social sciences and below is a list of approved scholarly journals. The bolded titles are the some of the main journals in the field of communication. To find the journals: Go to the library website: http://www.fredonia.edu/library/ Go to the dropdown menu under the "find" tab > Select "journals" > Type in the title of the journal you would like to search

Administration & Society Adolescence Adolescent Psychiatry Adult Learning Affilia: Journal of Women & Social Work Aggressive Behavior Aging Aging & Mental Health American Annals of the Deaf American Behavioral Scientist American Communication Journal American Editor American Journal of Critical Care American Journal of Education American Journal of Family Therapy American Journal of Psychotherapy American Journal of Public Health American Journal of Speech-Language Pathology American Politics Research Annual Review of Psychology Annual Review of Sex Research Annual Review of Sociology Anthropological Linguistics Anthropological Quarterly Anxiety, Stress & Coping Applied Behavioral Science Review Applied Cognitive Psychology Applied Developmental Science Applied Journal of Communication Applied Measurement in Education Applied Neuropsychology Applied Psychology: An International Review Applied Psychophysiology & Biofeedback Argumentation Argumentation & Advocacy Armed Forces & Society Asian Journal of Communication Asian Journal of Social Psychology Atlantic Journal of Communication Australian & New Zealand Journal of Family Therapy Australian & New Zealand Journal of Psychiatry Australian Journal of Communication Australian Journal of Linguistics Australian Journal of Psychology Australian Occupational Therapy Journal Australian Psychologist Australian Screen Education Basic & Applied Social Psychology Behavior & Philosophy Behavior Genetics Behavioral & Brain Sciences Behavioral Interventions Behavioral Science Behavioral Sciences & the Law British Educational Research Journal British Journal of Clinical Psychology British Journal of Developmental Psychology British Journal of Educational Psychology British Journal of Guidance & Counseling British Journal of Health Psychology British Journal of Learning Disabilities

British Journal of Mathematical & Statistical

British Journal of Medical Psychology

British Journal of Social Psychology

British Journal of Psychology

Psychology

British Journal of Sociology **Business Communication Quarterly Business Communications Review Business Communicator** Cambridge Journal of Education Canadian Journal of Applied Physiology Canadian Journal of Communication Canadian Journal of Criminology Canadian Journal of Criminology & Criminal Justice Canadian Journal of Human Sexuality Canadian Journal of Psychiatry Canadian Modern Language Review Canadian Review of Sociology & Anthropology Central States Speech Journal Child & Adolescent Mental Health Child & Adolescent Social Work Journal Child & Family Social Work Child Abuse Review Child Development Child Language Teaching & Therapy Child Psychiatry & Human Development Child Study Journal Child Welfare Children & Society Children's Health Care Clinical Child & Family Psychology Review Clinical Linguistics & Phonetics Clinical Neuropsychologist Clinical Psychology & Psychotherapy Cognition & Emotion Cognition & Instruction Cognitive Behavior Therapy Cognitive Linguistics Cognitive Therapy & Research College Student Journal Communication & Critical/Cultural Studies Communication & Medicine **Communication Education** Communication Law & Policy **Communication Monographs Communication Quarterly Communication Reports Communication Research Communication Research Reports** Communication Research Trends Communication Review Communication Studies **Communication Teacher** Communication Theory Communication World Communication Yearbook Communications & the Law Communications Lawyer Communications News Communications Technology Communications: The European Journal of Communication Research Computer Speech & Language Conflict Resolution Quarterly Connection Science Contemporary Family Therapy: An International Journal Contemporary Hypnosis Contemporary Review Contemporary Sexuality Contemporary Sociology

Content for Canadian Journalists

Counseling & Values

Counseling & Psychotherapy Journal Counseling & Psychotherapy Research Journal Counseling Psychology Quarterly Counselor Education & Supervision Creativity Research Journal Criminal Behavior & Mental Health Criminology Critical Inquiry in Language Studies Critical Studies in Mass Communication Cultural Studies Current Directions in Psychological Science Current Issues & Research in Advertising Current Issues in Language Planning Current Psychology Current Research in Film: Audiences, Economics & the Law CyberPsychology & Behavior Death Studies Depression & Anxiety Developmental Neuropsychology Developmental Science Disability & Rehabilitation Disability & Society Disability, Handicap & Society Discourse & Society Discourse Processes Discourse Studies Document Design Ecological Psychology Education & Treatment of Children Education, Communication & Information Educational Assessment Educational Gerontology Educational Philosophy & Theory Educational Psychology Educational Psychology Review Educational Research Educational Research Quarterly **Educational Review** Educational Studies Educational Technology Research & Development Educational Theory **Electronic Journal of Communication** Elementary School Guidance & Counseling English Journal ETC: A Review of General Semantics Ethics & Behavior Ethnicity & Health European Archives of Psychiatry & Clinical Neuroscience European Child & Adolescent Psychiatry European Eating Disorders Review European Journal of Cognitive Psychology European Journal of Communication European Journal of Cultural Studies European Journal of English Studies European Journal of Marketing European Journal of Neurology European Journal of Personality European Journal of Psychology of Education - EJPE European Journal of Psychotherapy, Counseling & Health European Journal of Social Psychology European Journal of Work & Organizational Psychology

European Neurology

European Work & Organizational Psychologist Experimental Aging Research Families, Systems & Health: The Journal of Collaborative Family HealthCare Family & Community Health Family & Consumer Sciences Research Journal Family Coordinator Family Journal Family Process Federal Communications Law Journal Federal Probation Feminist Studies Gender & Society Generations Genetic, Social & General Psychology Monographs Gerontology Gesture Harvard Review of Psychiatry Health & Social Work Health Care for Women International Health Communication Health Promotion Practice Healthcare Counseling & Psychotherapy Journal High Ability Studies High School Journal Historical Dictionary of American Radio Historical Journal of Film, Radio & Television History of Photography Howard Journal of Communications **Human Communication Research** Human Development (Karger) Human Nature Human Performance Human Relations **Human-Computer Interaction** Humanistic Psychologist Humor: International Journal of Humor Research Index on Censorship Individual Psychology: The Journal of Adlerian Theory, Research & Practice Infant & Child Development Information & Communications Technology Law Information Communication & Society Instructional Science Integrative Physiological & Behavioral Science Interaction Studies Intercultural Pragmatics International Encyclopedia of

Communications

International Journal of Action Methods

International Journal of Aging & Human

International Journal of American Linguistics

International Journal of Applied Linguistics

International Journal of Advertising

International Journal of Behavioral

Religion

Development

Development

Law

International Journal for the Psychology of International Journal for the Semiotics of

6 International Journal of Comparative Journal of Clinical & Experimental Psychology Neuropsychology International Journal of Conflict Journal of Clinical Child & Adolescent Psychology Management Journal of Clinical Child Psychology International Journal of Cultural Studies International Journal of Disability, Journal of Clinical Psychology Development & Education Journal of Cognition & Culture International Journal of Eating Disorders Journal of Cognitive Neuroscience International Journal of Geriatric Psychiatry Journal of College Counseling International Journal of Human-Computer Journal of Communication Interaction Journal of Communication & Religion International Journal of Language & Journal of Communication Disorders Communication Disorders International Journal of Listening International Journal of Mental Health International Journal of Methods in Psychiatric Research International Journal of Mobile Communications International Journal of Multilingualism International Journal of Neuroscience International Journal of Organizational Analysis International Journal of Psychiatry in Clinical Practice International Journal of Psychology International Journal of Psychotherapy International Journal of Reality Therapy International Journal of Research & Method in Education International Journal of Sociology International Journal of Testing International Journal of the Sociology of Language International Relations International Review of Psychiatry International Sociology Journal for the Scientific Study of Religion Journal for the Theory of Social Behavior Journal of Adult Development Journal of Advertising Journal of Advertising History Journal of Advertising Research Journal of African Communications Journal of African Languages & Linguistics Journal of Aging Studies Journal of American College Health Journal of Analytical Psychology **Journal of Applied Communication** Research Journal of Applied Linguistics Journal of Applied Research in Intellectual Disabilities Journal of Asian Pacific Communication (Multilingual Matters) Journal of Asian Pacific Communication Journal of Basic Writing Journal of Behavioral Education Journal of Behavioral Finance Journal of Behavioral Health Services & Research Journal of Business & Technical Communication Journal of Business Communication Journal of Business Ethics Journal of Child & Family Studies

Journal of Child Language

Allied Disciplines

Journal of Child Psychotherapy

Journal of Communication Inquiry Journal of Communication Management Journal of Community & Applied Social Psychology Journal of Community Psychology Journal of Computer Assisted Learning Journal of Conflict Resolution Journal of Constructivist Psychology Journal of Consumer Behavior Journal of Consumer Culture Journal of Consumer Psychology Journal of Contemporary Ethnography Journal of Counseling & Development Journal of Counseling Psychology Journal of Criminal Law & Criminology Journal of Current Issues & Research in Advertising Journal of Development Communication Journal of Education Journal of Education & Work Journal of Education for Students Placed at Journal of Education for Teaching Journal of Educational & Psychological Consultation Journal of Educational Computing Research Journal of Educational Research Journal of Emotional & Behavioral Disorders Journal of Employment Counseling Journal of English Linguistics Journal of Environmental Education Journal of Experimental Education Journal of Experimental Social Psychology Journal of Family Communication Journal of Family Practice Journal of Family Psychology Journal of Family Therapy Journal of Family Violence Journal of Film & Video Journal of Fluency Disorders Journal of Forensic Psychiatry Journal of Forensic Psychiatry & Psychology Journal of General Psychology Journal of Genetic Psychology Journal of Happiness Studies Journal of Head Trauma Rehabilitation Journal of Health Communication Journal of Higher Education Journal of Historical Pragmatics Journal of Human Development Journal of Humanistic Counseling, Education & Development Journal of Humanistic Education & Development Journal of Individual Psychology Journal of Child Psychology & Psychiatry & Journal of Individual Psychology (1974) Journal of Instructional Psychology

Journal of Intellectual & Developmental Disability Journal of Intellectual Disability Research Journal of Intercultural Communication Research Journal of Interprofessional Care Journal of Investigative Psychology & Offender Profiling Journal of Language & Politics Journal of Language & Social Psychology Journal of Language, Identity & Education Journal of Learning Disabilities Journal of Leisure Research Journal of Linguistics Journal of Loss & Trauma Journal of Macromarketing Journal of Management Development Journal of Managerial Issues Journal of Marketing Journal of Marketing Communications Journal of Marketing Research (JMR) Journal of Marriage & Family Journal of Memory & Language Journal of Men's Studies Journal of Mental Health Journal of Mental Health Counseling Journal of Moral Education Journal of Motor Behavior Journal of Multicultural Counseling & Development Journal of Multicultural Social Work Journal of Multilingual & Multicultural Development Journal of Neurolinguistics Journal of Newspaper & Periodical History Journal of Nonverbal Behavior Journal of Occupational & Organizational Psychology Journal of Occupational Psychology Journal of Parapsychology Journal of Personal & Interpersonal Loss Journal of Personality Journal of Personality & Social Psychology Journal of Personality Assessment Journal of Phenomenological Psychology Journal of Popular Culture Journal of Popular Film & Television Journal of Positive Behavior Interventions Journal of Pragmatics Journal of Product Innovation Management Journal of Promotion Management Journal of Psychiatry & Law Journal of Psychiatry & Neuroscience Journal of Psycholinguistic Research Journal of Psychology Journal of Psychology & Christianity Journal of Psychology & Financial Markets Journal of Psychology & Theology Journal of Public Health Management & Journal of Public Policy & Marketing Journal of Russian & East European Psychology Journal of School Psychology Journal of Sex & Marital Therapy Journal of Sex Education & Therapy Journal of Sex Research Journal of Sexual Aggression Journal of Social & Clinical Psychology

Journal of Social & Personal Relationships Journal of Social Behavior & Personality Journal of Social Issues Journal of Social Psychology Journal of Socio-Economics Journal of Sociolinguistics Journal of Special Education Journal of Speech & Hearing Research Journal of Speech, Language & Hearing Research Journal of Sport Behavior Journal of Structural Learning & Intelligent Systems Journal of Teaching in Physical Education Journal of Technical Writing & Communication Journal of the Academy of Marketing Science Journal of the American Forensic Association Journal of the American Geriatrics Society Journal of the Association for Communication Administration Journal of the History of the Behavioral Sciences Journal of the History of the Neurosciences Journal of the Learning Sciences Journal of Traumatic Stress Journal of Visual Culture Journal of Visual Impairment & Blindness Journal of Visual Literacy Journal of Visual, Verbal Language Journal of Vocational Rehabilitation Journal of Women's Health Journal of Women's Health & Gender-Based Medicine Language & Cognitive Processes Language & Communication Language & Communication in Israel -Studies of Israeli Society Language & Education Language & Intercultural Communication Language & Literature Language & Speech Language in Society Language Learning Language Learning & Development Language Policy Language Problems & Language Planning Language Sciences Language Teaching Research Language Testing Language, Culture & Curriculum Language, Speech, & Hearing Services in Schools Leadership Quarterly Leisure Sciences Leisure Studies Management Communication Quarterly Management Learning Mankind Quarterly Marketing Science Marketing Theory Mass Communication & Society Mass Communication Review Yearbook Mathematical Cognition Measurement & Evaluation in Counseling & Development

Mediation, Information, & Communication -

Information & Behavior

Medical Anthropology Medical Education Mental Health, Religion & Culture Mental Retardation & Developmental Disabilities Research Reviews Military Psychology Military Review Mind & Language Mind, Culture & Activity Modern Language Journal Modern Language Review Modern Psychoanalysis Motivation & Emotion Multivariate Behavioral Research Negotiation New Jersey Journal of Communication New Zealand Journal of Psychology North American Journal of Psychology Omega: Journal of Death & Dying Organizational Dynamics Oxford Review of Education Pediatrics Personal Relationships Personality & Social Psychology Review Personnel & Guidance Journal Personnel Journal Personnel Psychology Perspectives in Psychiatric Care Pragmatics & Cognition Primary Care Mental Health Professional School Counseling Progress in Communication Sciences Psychiatric Quarterly Psychiatric Rehabilitation Journal Psychiatric Times Psychiatry & Clinical Neurosciences Psychiatry: Interpersonal & Biological Processes Psychological Inquiry Psychological Record Psychological Research Psychological Science Psychology & Health Psychology & Psychotherapy: Theory, Research & Practice Psychology of Women Quarterly Psychology, Crime & Law Psychology, Evolution & Gender Psychology, Health & Medicine Psycho-Oncology Psychopharmacology Psychophysiology Psychosocial Rehabilitation Journal Public Communication & Behavior Quarterly Journal of Public Speaking Quarterly Journal of Speech Quarterly Journal of Speech Education Religious Communication Today Religious Education Research in Education Research on Language & Social Interaction Research Papers in Education Review of Communication Risk Analysis: An International Journal School Psychology Review Science Communication Science, Technology & Human Values Second Language Research Self & Identity Sex Education

Sexual & Relationship Therapy

Sexualities

Sexualities, Evolution & Gender

Sign Language & Linguistics

Sign Language Studies

Sign Systems Studies

Signs: Journal of Women in Culture &

Society

Simulation & Gaming

Small Group Research

Social Behavior & Personality: An

International Journal

Social Cognition

Social Development

Social Education

Social Forces

Social Problems

Social Psychiatry & Psychiatric

Epidemiology

Social Psychology Quarterly

Social Research

Social Science Journal

Social Science Quarterly

Social Sciences

Sociological Perspectives

Sociological Spectrum

Sociology

Southern Communication Journal

Southern Speech Communication Journal

Southern Speech Journal

Speech Education

Speech Monographs

Speech Teacher

Strategic Communication Management

Studies in Conflict & Terrorism

Studies in Higher Education

Studies in Language

Studies in Translation

Support for Learning

Technical Communication Quarterly

Terminology

Texas Speech Communication Journal

Text & Performance Quarterly

Theoretical Linguistics

Theory Into Practice

Theory, Culture & Society

Thinking & Reasoning

Total Communication Measurement

Transportation Human Factors

Trends in Communication

Visual Communication

Western Journal of Communication

Western Journal of Speech

Communication: WJSC

Western Speech Communication

Westminster Studies in Education

Women & Language

Women & Language News

Women in Communication: A Biographical

Sourcebook

Women's Studies in Communication

Women's Studies

World Communication

Written Communication

COMM430 – Communication Theory Paper Rubric

	"A"— Artistic Mastery!	"B"— Better'n Most!	"C"— Competent	"D"— Deficient	"F"— Failing
Content: Summarize Literature on Theory/74 pts.	"A"— Artistic Mastery! (74 – 67 pts.) Does an exceptional job of accurately and thoroughly: - identifying and summarizing all of theory's main characteristics - explaining the theorist's approach to studying communication - summarizing how numerous scholars have used the theory	"B"— Better'n Most! (66 – 60 pts.) Does a satisfactory job of accurately and thoroughly: - identifying and summarizing all of theory's main characteristics - explaining the theorist's approach to studying communication - summarizing how numerous scholars have used the theory	"C"— Competent (59 – 52 pts.) Does an mediocre job of accurately and thoroughly: - identifying and summarizing all of theory's main characteristics - explaining the theorist's approach to studying communication - summarizing how numerous scholars have used the theory	"D"— Deficient (51 – 45 pts.) Does an negligible job of accurately and thoroughly: - identifying and summarizing all of theory's main characteristics - explaining the theorist's approach to studying communication - summarizing how numerous scholars have used the theory	"F"— Failing (32 – 0 pts.) - Summation of theory is insufficient.
Content: Connect Theory to Real Life/53 pts.	(53 – 48 pts.) Does an exceptional job of accurately and thoroughly: - identifying and describing a "real life" example explaining how the "real life" example meets the criteria outlined by the chosen theory making a compelling case for examining "real life" example the chosen theory.	(47 – 43 pts.) Does a satisfactory job of: - identifying and describing a "real life" example - explaining how the "real life" example meets the criteria outlined by the chosen theory making a compelling case for examining "real life" example the chosen theory.	(42 – 38 pts.) Does a mediocre job of: - identifying and describing a "real life" example explaining how the "real life" example meets the criteria outlined by the chosen theory making a compelling case for examining "real life" example the chosen theory.	(37 – 32 pts.) Does a negligible job of: - identifying and describing a "real life" example explaining how the "real life" example meets criteria outlined by chosen theory making a compelling case for examining "real life" example the chosen theory.	(25 – 0 pts.) - Paper does not (or not accurately) discuss a real life event.
Content: Source quality /32 pts.	(32 – 29 pts.) - Content is comprehensive, accurate, and offers a balanced view from various perspectives. - Major points are stated clearly and supported using research from scholarly sources. - Does exceptional job of synthesizing academic articles (other than those used in class) by relating the research to the topic and other studies.	(28 – 26 pts.) - Content is mostly comprehensive, accurate and insightful. - Major points are articulated and supported. - Synthesizes relevant research but should relate the research to other studies a bit more. - Information should be a little more focused.	(25 – 23 pts.) - Content is not comprehensive and may lack accuracy. - Responses are inadequate or do not address assignment. - Content is inconsistent with regard to purpose and clarity of thought. - Lacks synthesis of research from scholarly sources. - Content may not come from scholarly sources.	(22 – 20 pts.) - Content is incomplete. - Major points are unclear and/or lack insight. - Literature review was not adequately written. - Does not synthesize evidence but instead summarizes articles separately. - Content does not come from scholarly sources	(16 – 0 pts.) - Paper does not include a literature review. - Summarizes topics separately instead of synthesizing

	"A"— Artistic Mastery!	"B"— Better'n Most!	"C"— Competent	"D"— Deficient	"F"— Failing
Content: Supporting Evidence (e.g., facts, causal links, testimony, examples) 32 pts.	(32 – 29 pts.) - <u>All</u> supporting evidence unquestionably urges reader to accept thesis. - <u>All</u> supporting evidence comes from scholarly sources. - <u>Always</u> provides comprehensive insight, understanding, and reflective thought. - Meets <u>all</u> source requirements (≥ 6, ≥ 4	 (28 – 26 pts.) - Most supporting evidence should cause reader to accept thesis. - Most supporting evidence comes from scholarly sources. - Above average use of evidence to provide comprehensive insight and reflective thought. - May lack some connections. - Meets all source requirements (≥ 6, ≥ 4 journal articles, ≤ 2 websites). 	(25 – 23 pts.) - <u>Mediocre</u> use of supporting evidence to support thesis. - <u>Some</u> supporting evidence comes from scholarly sources. - <u>Lacks connections</u> between thesis and evidence. - <u>Fails</u> to sufficiently support the thesis. - May <u>not meet</u> all source requirements (≥ 6, ≥ 4 journal articles, ≤ 2 websites). - <u>Does not</u> synthesize evidence	(22 – 20 pts.) - Poor use of evidence suggesting minimal understanding and effort. - Minimal supporting evidence comes from scholarly sources. - Lacks insight and reflective thought. - Does not incorporate a thorough exploration of thesis. - Does not meet source requirements (≥ 6, ≥ 4 journal articles, ≤ 2 websites).	(16 – 0 pts.) - Supporting evidence is negligible.
	journal articles, ≤ 2 websites) Creative in synthesizing relevant evidence <u>All</u> evidence includes attribution tags and parenthetical citations.	 Incorporates some synthesis of evidence. Most evidence includes attribution tags and parenthetical citations. 	but instead summarizes articles separately. - A little of the supporting material comes from scholarly sources. - Some evidence includes attribution tags and parenthetical citations.	 Does not synthesize evidence but instead summarizes articles separately. Supporting materials does not come from scholarly sources. Minimal evidence includes attribution tags and parenthetical citations. 	
Organization, Structure, & Format	(19 – 18 pts.) - Consistently uses proper grammar, mechanics, and formal language. - Astutely follows APA guidelines (section headings, page numbers, in-	(17 – 16 pts.) Does a satisfactory job of: - Consistently uses proper grammar, mechanics, and formal language Usually follows APA guidelines (section headings,	 (15 – 14 pts.) Usually uses proper grammar, mechanics, and formal language. Sometimes follows APA guidelines (section headings, page numbers, in-text citations, 	 (13 pts.) Structure of paper is minimal and hard to follow. Content is not arranged logically. If introduction is present, it may lack clarity and direction. 	(9 – 0 pts.) -Structure and organization of paper are non-existentPaper is poorly formatted.
/19 pts.	text citations, etc.). - Uses only formal/academic language. - Structure of paper is extremely clear and easy to follow. - Content is arranged logically and the essay maintains flow of thought. - Introduction includes a clear thesis & attention getter. - Conclusion is logical and flows from body of paper. - APA format enhances readability of paper.	page numbers, in-text citations, etc.). - Most language used is formal/academic. - Structure of mostly paper is mostly clear and easy to follow. - Content is usually arranged logically and the essay maintains flow of thought. - Introduction includes a clear thesis and attention getter. - Conclusion is logical and flows from body of paper. - APA format enhances readability of paper.	etc.) Structure of mostly paper is mostly clear and easy to follow Introduction may lack clarity and direction Conclusion does not leave the reader contemplating the topic Sometimes follows APA guidelines (section headings, page numbers, double spaced, in-text citations, etc.) - May occasionally use informal/nonacademic language	- If conclusion is present, it does not leave the reader contemplating the topic Fails to use proper grammar, mechanics, and formal language Does not follow all APA guidelines (section headings, page numbers, double spaced, in-text citations, etc.) Uses informal/nonacademic language	- Essay's style and structure are unclear and therefore inadequate Essay reflects a deficient understanding of organizing content.

Deductions : Minus 8 points (4 % of	off paper grade) for each requiren	nent not followed.			
Paper Length: 1000-1250	words (about 4-5 pages)				
	,	, <u>1</u>	t count toward source requirement)	Gı	ade Scale
	sources from academic journals,	less than 2 websites	S	Α	94-100%
Reference page in APA fo	rmat			A-	90-93%
Written in APA style: Just	ified left, 1" margins, double space	ced, page numbers in	n top right corner, and typed in 12-point	B+	87-89%
Times New Roman font.	, 6	, 1 °C	7 7 7 7	В	84-86%
				B-	80-83%
Deductions : Minus 52 points (25%)	(of grada) for each requirement t	act followed		C+	77-79%
1 `	O /	iot ionowed.		С	74-76%
Finalized copy of the essay				C-	70-73%
Finalized copy of the essay	y submitted to <u>Turnitin</u>			D+	67-69%
Arrived to class on time ar	nd was fully prepared the day of p	resentation/paper		D	64-66%
		1 1		D-	60-63% 59-below
Deductions: +	++++	+	= minus	I'	39-0610W
Original score:	deductions	= Final 9	grade on paper:	_/210 j	points

COMM430: THEORY WEBSITE & PRESENTATION

Worth: 200 total points (Website = 150 points, Oral presentation = 35 points, & Peer review = 15 points)

Due:

When & What	Theories	<u>Who</u>
• Feb. 15 (presentation–2:00 p.m.)	• Baxter & Montgomery, "Relational Dialectics"	Pair 1
• Feb. 17 (website & peer review–5:00 p.m.)	• Petronio, "Communication Privacy Management"	
• Feb. 22 (presentation–2:00 p.m.)	• Sherif, "Social Judgment Theory"	Pair 2
• Feb. 24 (website & peer review–5:00 p.m.)	 Petty & Cacioppo, "Elaboration Likelihood Model" 	
• March 22 (presentation–2:00 p.m.)	McLuhan, "Media Ecology"	Pair 3
• March 24 (website & peer review–5:00 p.m.)	• Barthes, "Semiotics"	
 March 29 (presentation–2:00 p.m.) 	 Hall, "Cultural Studies" 	Pair 4
 March 31 (website & peer review–5:00 p.m.) 	 Katz, "Uses and Gratifications" 	
• April 5 (presentation–2:00 p.m.)	• Gerbner, "Cultivation Theory"	Pair 5
• April 7 (website & peer review–5:00 p.m.)	 McCombs & Shaw, "Agenda-setting Theory" 	
	• Entman, "Framing"	
 April 19 (presentation–2:00 p.m.) 	• Giles, "Communication Accommodation"	Pair 6
• April 21 (website & peer review–5:00 p.m.)	• Ting-Toomey, "Face-Negotiation Theory"	
• April 26 (presentation–2:00 p.m.)	• Tannen, "Genderlect Styles"	Pair 7
• April 28 (website & peer review–5:00 p.m.)	Harding & Wood, "Standpoint Theory"	

Description: Working with a partner, you will design a website that explains theories of communication discussed that week. As a website designer, you are responsible for (a) explaining the major tenets of the theories, (b) applying the theory to real-life situations, (c) discussing how the theories assigned for the week inform research and practice, and (d) engaging the reader in an interactive way to enhance their understanding of the theories.

In addition to building a website, each pair will deliver a brief (6-7 minute presentation) that explains their website to the class with the goal of receiving feedback that can be used to strengthen the website's utility. The pair is also responsible for submitting an outline that explains the website's purpose, audience, and resources.

PART I: COMMUNICATION THEORY WEBSITE

Worth: 150 points

How to Create Your Website:

It is recommended that you use Weebly – this is the website platform that the professor will demonstrate in class. However, if you want to explore other website mediums you are welcome to.

- Go to www.weebly.com (https://www.weebly.com/home/)
- Sign-up/create a user name and login
- Pick a theme
- Choose your domain name (it will begin with http://)
- Build your website
- Make your site public (remember to click the blue "publish" button that's in the top right corner of the page)
- Send Dr. McGowan the http address (<u>mcgowan@fredonia.edu</u>)
- Click here for more information: http://fitsmallbusiness.com/how-to-build-a-small-business-website-using-weebly/

Website Requirements:

• Website design advice: Go to this article by Jakob Nielsen (https://www.nngroup.com/articles/how-users-read-on-the-web/) and scroll down to "Measuring the Effect of Improved Web Writing."

Site Requirements

• Website Length

- o Include at least four distinct pages with both text and video/image/audio
- O Page I: Homepage include a brief introduction to the site, links to other pages, pictures, and a sitemap/index to make the site easy-to-access.
- Pages II-IV: Explain major tenets of the theories, apply the theory to real-life situations, discuss how the
 theories assigned for the week inform research and practice, and engage the reader in an interactive way
 to enhance their understanding of the theories.

Website Content

- o Site should be functional links working, images appear, etc.
- o Include audio, video, text, and images without violating copyright laws
- o Include captions for each audio, video, text, and image
- o Site should be pleasing to the eye, easy to navigate, pages fit together, etc.
- Each web page includes a footer with a working email link to the authors of the website, date of creation or revision, and copyright information.

Website Writing

- o Keep sentences to one or two points
- o Keep paragraphs short a one sentence paragraph is okay
- Use lists, fragments, phrases
- Use pictures and other visual elements

• Website Design

- Subheads One proven device for keeping a reader moving forward through an article is to insert subheads (subheadings) every few paragraphs. Just as a well-written heading can draw a reader into a story that he or she might otherwise skip over, subheads provide a visual road-sign for readers, alerting them that something different and potentially interesting is coming up.
- o Links Consider linking the sources you used in your essays. This allows readers to explore ideas in more depth if they choose. You can also reference readers to different parts of your own website.
- Bullets When you have multiple symptoms, statistics, or supporting points, employ bulleted lists.
- o Navigation should be clear and content easily found. The site should be visually appealing.

Audience

Your primary audience may include other students, faculty, and people interested in strengthening their communication skills.

• Research/Source Requirements

- o 6+ sources of which at least 4 are academic articles (other than the ones assigned in class) and only 2 sources are from a credible non-biased websites (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 2)
- Research should come from peer-reviewed journal articles, books written by scholars or professionals
 who are experts in their fields, substantive news articles that are reliable sources of information on events
 and issues related to the theory and/or non-bias websites.
- The textbooks and articles assigned for class <u>do not</u> count toward the source requirement but should be used/cited in the website.

• References written in APA style

- o OnCourse > COMM430 > Writing in APA > Print/Finding Sources & APA Format
- o American Psychological Association (http://www.apastyle.org) and Purdue Owl (http://owl.english.purdue.edu/) for the most current rules for APA style.

Miscellaneous

- Website should not contain obscenity or links to such images or content, material not suitable for distribution within an ethnically diverse classroom, copyrighted materials without the express written permission of the copyright owner, large graphics
- O You should email a link to your website to Dr. McGowan (mcgowan@fredonia.edu)

Evaluation Criteria:

• <u>Organization and Structure:</u> The website's structure is extremely clear and easy to follow. Content is arranged logically and the essay maintains flow of thought.

- <u>Use of photos, graphics, sound, animation, and video</u>: All of the photographs, graphics, sound and/or video enhance the content and create interest. All photos, graphics, audio and/or video files are high quality images or sound with proper voice projection, appropriate language, and clear delivery. Creativity and original images enhance the content of the web site in an innovative way.
- <u>Internal and External Navigation:</u> All of the menus, navigation links and all internal links and sections of the website connect back to the home page and/or sitemap. All external links to connecting websites are active and functioning. A sitemap/index is provided to make the site easy-to-access.
- <u>Layout and Text Elements</u>: The typography is easy to read, and point size varies appropriately for headings and text while maintaining a consistent style throughout. Use of bullets, italics, bold, and indentations enhances readability. Consistent format extends page-to-page. The layout uses horizontal and vertical white space appropriately. The background, colors and layout are artful and consistent across the website and enhance the readability of the information presented.
- <u>Source Quality:</u> Sources cited throughout the website and uses a variety of sources. All research comes from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites.
- <u>Contact Person, Copyright and Update Information</u>: Each web page includes a footer with a working email link to the authors of the website, date of creation or revision, and copyright information.
- Writing Mechanics: The text has no errors in grammar, capitalization, punctuation, and spelling.

Adapted from Vandervelde, J. (2015). Rubric for classroom web pages. *University of Wisconsin- Stout*. Retried from https://www2.uwstout.edu/content/profdev/rubrics/webpagerubric.html

PART II: ORAL PRESENTATION

Worth: 35 points

You and your partner will deliver a presentation that explores the website's content with the class.

Oral Presentation Requirements:

- Discuss conclusions you uncovered in your research, the website's purpose, audience, and how you used the text, audio, video, images, etc. to inform the audience about the theory
- Provide real life examples that create understanding
- Respond to questions from classmates
- 5-7 minutes
- Include oral citations (author, title, year) for sources used on the website
- Use up to four 3x5 notecards
- Presenters should dress professionally (<u>business casual</u>)
- Presentation should be delivered extemporaneously

Outline Requirements:

At the start of class, you will submit an outline that explains the website's purpose, audience, and resources.

• Outline what you're trying to achieve with the website, who your audience is and what resources you will use (audio, video, images or other tools such as a wiki, chat, blog etc.). When you discuss resources, consider whether or not they are available to you and how they will help you achieve your purpose for your audience.

Questions to consider while writing the outline:

- Statement of Purpose: How do you achieve your purpose in the way you created the website?
- Integration of audio, video and text in terms of how you convey your message. Why are the images appropriate to the purpose of you site and are they placed appropriately within the text? Why are the videos the best way to get your message across?
- Describe your audience. How well does your content focus on achieving your purpose for your audience? That includes all content, the theme you choose etc. Description of how your website achieves your purpose for your audience. If you choose not to include video or audio elements in your website, this is where you need to defend your decision based on purpose and audience.

Evaluation Criteria:

Your oral presentation will be evaluated based on your knowledge of the theory and use of evidence to support your claims. This means you must have updated evidence and knowledge of the history of the theory. Additionally, your grade will take into account clarity and accuracy of ideas presented, adaptation to audience's interest and level of knowledge, and presentational qualities.

PART III: PEER EVALUATIONS

Worth: 15 points

You will complete a peer evaluation form to indicate the relative participation and contribution of your partner. Comments made on the evaluation sheet and specific scores will not be shared with your partner. The evaluation form is available through ONCOURSE. The peer evaluation form should be emailed to Dr. McGowan (mcgowan@fredonia.edu) the day the website is due.

Team Project Policies:

- <u>Dismissal of Group Member:</u> The following sanctions will be imposed by group members when a peer violates the group's code of conduct: (1) give a verbal warning, (2) give a written warning through email and include the professor on the email, (3) have a group meeting with the professor to discuss the problem, and (4) the group member is dismissed from the group and will complete the assignment on his or her own. The dismissal of a group member must happen 7 days prior to the assignment's due date. Professor intervention is not possible unless these steps are followed before students turn in the assignment.
- Evaluation: The peer evaluation grade should accurately reflect each person's contribution to the project.

Peer Evaluation Criteria:

mee tim	ends <u>all</u> group etings, arrives on e, and is fully pared	contributes to group discussions and encourages others to participate	completes <u>all</u> group assignments on time and actively contributes knowledge, opinions, and skills	prepares work in a quality manner and without reminders
coo	operative and portive attitude	contributes significantly to the success of the project	behaviors were valuable to the team	helps group identify necessary changes
	ps keep the up on task	consistently and actively works toward group goals	participates in <u>all</u> voter outreach activities	was a valuable member of the team

COMM430-Theory Website, Presentation, & Outline Grading Rubric

	"A"— Artistic Mastery!	"B"— Better'n Most!	"C"— Competent	"D"— Deficient	"F"— Failing
ORAL PRESENTATION: OUTLINE	(14 – 13 pts.) Superior job of: - relating to the presentation following all the formatting guidelines being pleasing to the eyeexplaining website's purpose, audience, and resources.	(12 pts.) Good job of: - relating to the presentation following all the formatting guidelines being pleasing to the eyeexplaining website's purpose, audience, and resources.	(11 pts.) Mediocre job of: - relating to the presentation following all the formatting guidelines being pleasing to the eyeexplaining website's purpose, audience, and resources.	(9 pts.) Below average job of: - relating to the presentation following all the formatting guidelines being pleasing to the eyeexplaining website's purpose, audience, and resources.	(0 pts.) Outline is either not completed or insufficient.
/14 pts.					
ORAL PRESENTATION: CONTENT /15 pts.	- Discusses many conclusions uncovered in research, the website's purpose, audience, and how you used the text, audio, video, images, etc. to inform the audience about the theory - Provides multiple real life examples that create understanding - Responds appropriately to all questions from classmates - Meets time requirement (5-7 minutes)	- Discusses some conclusions uncovered in research, the website's purpose, audience, and how you used the text, audio, video, images, etc. to inform the audience about the theory - Provides at a few real life example that create understanding - Attempts to respond to questions from classmates - Meets time requirement (5-7 minutes)	-Discusses minimal conclusions uncovered in research, the website's purpose, audience, and how you used the text, audio, video, images, etc. to inform the audience about the theory -May not provide real life examples that create understanding -Attempts to respond to classmates' questions but may not answer question fully -May not meet the time limit (5-7 minutes)	(10 pts.) Insufficient job of: -Discussing conclusions uncovered in research, the website's purpose, audience, and how you used the text, audio, video, images, etc. to inform the audience about the theory -Providing real life examples that create understanding -Responding to questions from classmates -Accurately meeting time requirement (5-7 minutes)	(0 pts.) The oral presentation is unclear, unfocused, has no evidence, and offers limited insight.
ORAL PRESENTATION: ORAL COMMUNICATION /6 pts.	(6 pts.) - Attentive, speaks clearly, and uses appropriate sentence structure and grammar. - Zero verbal fillers and volume and tone are professional. - Demeanor is mature, sincere, and serious. - No fidgeting. - Constant use of eye contact. - Stands straight. - Clearly practiced presentation and did not forget content. - Spoke extemporaneously.		(4.5 pts.) - Speaks unclearly Volume is uneven and tone is awkward Speakers use numerous verbal fillers Demeanor lacks professionalism Fidgets - Eye contact made intermittently Presentation is disorganized, scripted, and the speaker may have forgotten part of presentation.		(0 pts.) - Oral communication was seriously flawed.

	"A"— Artistic Mastery!	"B"— Better'n Most!	<u>"C"— Competent</u>	"D"— Deficient	<u>"F"— Failing</u>
WEBSITE WRITING & ORGANIZATION /25 pts.	- Content is arranged logically and the website maintains flow of thought. - APA format enhances readability of website. -Website includes ≥4 distinct pages with both text and video/image/audio. - All sentences kept to 1-2 points and minimal words. - Excellent use of pictures and other visual elements.	- Content is usually arranged logically and maintains flow of thought. - APA format enhances readability of website. -Website includes ≥4 distinct pages with both text and video/image/audio. - Most sentences kept to 1-2 points and minimal words. - Adequate use of pictures and other visual elements.	- Structure is unclear and may be challenging to follow Content may not be arranged logically and hinders flow of thought Numerous APA format errors Website may not include ≥4 distinct pages with both text and video/image/audio - Some sentences kept to 1-2 points but may use too many words Needs to incorporate pictures and other visual elements.	- Structure is minimal and hard to follow Content is not arranged logically Website has many APA errors Website does not include ≥4 distinct pages with both text and video/image/audio - Few sentences kept to 1-2 points Minimal incorporation of pictures and other visual elements.	(14 – 0 pts.) Website is poorly written & organized.
WEBSITE LAYOUT & TEXT ELEMENTS	 (25 – 23 pts.) Typography is easy to read, font size varies appropriately for headings and text while maintaining a consistent style throughout. Use of bullets, italics, bold, and indentations enhances readability. Consistent format extends pageto-page. Layout uses horizontal and vertical white space appropriately. Background, colors and layout are artful and consistent across the website and enhance the readability of information. 	(22 – 20 pts.) - Typography is mostly easy to read, font size varies appropriately for headings and text while maintaining a consistent style throughout. - Use of bullets, italics, bold, and indentations enhances readability but could be used more often. - Satisfactorily uses consistent format extends page-to-page. - Layout should use more horizontal and vertical white space appropriately. - Background, colors and layout are pleasing to eye and consistent across the website and enhance the readability of information.	 (19 – 18 pts.) Typography is sometimes easy to read, font size varies appropriately for headings and text while maintaining a consistent style throughout. Use of bullets, italics, bold, and indentations should be used more often. Sometimes uses consistent format extends page-to-page. Layout should use more horizontal and vertical white space appropriately. Background, colors and layout are somewhat pleasing to eye but may not be consistent across the website. 	 (17 – 15 pts.) Typography is difficult to read, font size may not vary appropriately for headings and text. Use of bullets, italics, bold, and indentations should be used more often. Fails to use consistent format extends page-to-page. Layout does not use horizontal and vertical white space appropriately. Background, colors and layout are inconsistent across the website. 	(14 – 0 pts.) Includes no elements of the requirements regarding layout & text

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WEBSITE RESEARCH & SOURCE CREDIBILITY /35 pts.	- Streeptional use of academic research to offer a clear and concise explanation of the theories. - Flawlessly cites ≥6 sources. - Incorporates ≥4 academic articles - Eloquently incorporates a variety of credible sources. - All supporting evidence unquestionably urges audience to accept the website as credible. - All supporting evidence comes from scholarly sources.	- Uses some research offer a clear and concise explanation of the theories - Above average job of citing ≥6 sources Incorporates ≥4 academic articles - Incorporates a variety of credible sources Most supporting evidence should cause audience to accept the website as credible Most supporting evidence comes from scholarly sources.	- Major points may be addressed but not well supported May fall short of ≥6 sources May not incorporate ≥4 academic articles Does not include a variety of sources and sources may not be credible Mediocre use of supporting evidence to support thesis Some supporting evidence comes from scholarly sources Lacks connections between thesis and evidence.	(24 – 22 pts.) Research incorporation is inadequate. Fails to cite ≥6 sources. Over-reliance on a few sources. Minimal amount of research comes from peer-reviewed journal articles Poor use of evidence suggesting minimal understanding of theories and effort. A limited amount of supporting evidence comes from scholarly sources.	(21 – 0 pts.) - Reliable sources are either not present or insufficient.
WEBSITE CONTENT & DESIGN/65 pts.	-Site is functional — links working, images appear, etcExceptional use of audio, video, text, and images without violating copyright laws Always includes captions for each audio, video, text, and imageSite is pleasing to the eye, easy to navigate, pages fit together, etc All web pages include a footer with a working email link to the authors of the website, date of creation or revision, and copyright information Excellent use of subheadings and bullets Clearly articulates ideas to an identifiable audience.	(58 – 52 pts.) -Site is functional — links working, images appear, etcGood use of audio, video, text, and images without violating copyright laws Usually includes captions for each audio, video, text, and imageSite is mostly pleasing to the eye, easy to navigate, pages fit together, etc Most web page includes a footer with a working email link to the authors of the website, date of creation or revision, and copyright information Clear use of subheadings and bullets Clearly articulates ideas to an identifiable audience.	(51 – 46 pts.) -Site is functional — links working, images appear, etcSome use of audio, video, text, and images without violating copyright laws Sometimes includes captions for each audio, video, text, and imageSite is somewhat pleasing to the eye, easy to navigate, pages fit together, etc A few web page includes a footer with a working email link to the authors of the website, date of creation or revision, and copyright information May not use subheadings and bulletsAudience is hard to identify.	-Site may not be functional -Inks working, images appear, etcMinimal use of audio, video, text, and images without violating copyright lawsRarely includes captions for each audio, video, text, and imageSite may not be pleasing to the eye, easy to navigate, pages fit together, etcRarely does a web page include a footer with a working email link to the authors of the website, date of creation or revision, and copyright information Does not use subheadings and bulletsAudience is hard to identify.	(38 – 0 pts.) - Website content and design are either not present or insufficient.

Deductions	: Minus 5 points for each	requirement tl	hat is not followed:				
Pres	sentation Length: 5-7 min	utes (2-5 page	es)				
Sou	rce Requirements: 6+ sou	rces of which at	least 4 are academic a	rticles (other th	an the ones assigne	ed in class) and only 2 sources	are from a credible
non-biased w	vebsites.						
References and in-text citations are written in APA format							
	Deductions:	+	+	+	+	= minus	
	Original score:		- Deductions		inal grade:	/200 points	