

93

Proposal #
(Academic Affairs use only)

AY20-421 Proposal #
(College use only) Revisions made based on LACC comments

REQUEST FOR A NEW COURSE

University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

Course Subject	Recommended Number	Course Title (maximum of 30 characters) *Remember when abbreviating names, this is how they will appear on student's transcripts.
MCOM	5833	Comm Theory & Application

Course Title: (full title of course if longer than 30 characters)

Communication Theory and Application

For information regarding CIP codes contact your department chair or visit: http://www.uco.edu/academic-affairs/ir/program_inventory.asp
CIP Code: **09.0900**

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.

Course description only Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12.
(Please use standard American English including full sentences.)

Communication Theory and Application covers the historical and philosophical background of the most important theories of communication. Students will apply a methodology for formulating and analyzing communication theories, preparing them to be informed consumers and producers of theoretically-based communication research.

Mass Communication

Department submitting the proposal

Mark Zimmerman

mzimmerman@uco.edu

5174

Person to contact with questions

email address

Ext. number

Approved by:

Mary Carver 9/10/20
 Department Chairperson Date

Rozilyn Miller Digitally signed by Rozilyn Miller
 Date: 2020.09.11 09:34:36 -05'00'
 College Curriculum Committee Chair Date
 (Please notify department chair when proposal is forwarded to dean.)

Dean Catherine Webster Digitally signed by Dean Catherine Webster
 Date: 2020.09.14 15:20:44 -05'00'
 College Dean Date
 (Please notify the department chair when proposal is forwarded to AA.)

Academic Affairs Curriculum or Graduate Council Date

Office of Academic Affairs Date

Effective term for this new course
(Assigned by the Office of Academic Affairs.)

1. Does this course have an undergraduate / graduate counterpart?
 Yes No
2. Is this proposal part of a larger submission package including a program change? **[New Program]**
 Yes No
3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)
 Yes No If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.
 CTE Approval (Stamp or initial) _____
4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?
 Yes No If yes, when was the most recent offering? _____
5. Does this course affect majors or minors outside the department?
 Yes No If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.

6. Prerequisite courses:
 Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404
 Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)
None

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?
None

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.
None

9. Will this course have enrollment restrictions?
 Yes No If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.
 Check one: May May not
 Major Code: _____

11. Which of the following student classification(s) may enroll in this course?

Check all that apply:

Graduate	(2) 19 + hours	<u> X </u>
Graduate	(1) 0-18 hours	<u> X </u>
Post Baccalaureate *		_____
Senior		_____
Junior		_____
Sophomore		_____
Freshman		_____

* Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.

Admission to Graduate Programs	<u> X </u>
Admission to Nursing Program	_____
Admission to Teacher Education	_____
Other	_____

13. Course objectives: Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints>.)

As a result of this course, students will be able to:

- 1. Develop a comprehensive understanding of the traditions of communication.**
 - 2. Apply theories to case studies and real-life circumstances.**
 - 3. Identify theoretical trends in communication within each of the metatheoretical areas.**
 - 4. Critique and/or construct communication theory.**
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Course Detail Information:

14. Contact Hours (per week)

 3 Lecture hours (in class)

 Lab hours (also studios)

 Other (outside activities)

15. Repeatable course.

 1 Number of times this course can be taken for credit.

16. Schedule type: (select one only)

 Activity P.E. (A)

 Lab only (B)

 Lecture/Lab (C)

 L **Lecture only (L)**

 Recitation/Lab (R)

 Student Teaching (STU)

 Studio Art/Design (XSU)

17. List existing course(s) for which this course will be a prerequisite. Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

MCOM 5893 Capstone Project

18. What resources, technology or equipment must be acquired to teach this course? List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

None

19. The UCO Library has the required library resources available for this new course?

 x **Yes** **No** If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.

Kaitlyn Palone; August 26, 2019; significant holdings in Communications are available in the library through current databases.

If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

NA

20. Names of current faculty qualified to teach this course.

Dr. Mary Carver, Dr. Desiree Hill, Dr. Sherri Johnson, Dr. Samuel Lawrence, Dr. David Nelson, Dr. Chad Perry, Dr. Christy Vincent

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

NA

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.

This course will need to be developed online through CeCE. Otherwise, it will become part of faculty rotations, with fewer elective options offered in the undergraduate schedule.

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.

Developing the course for online delivery is an additional cost. Existing course fees for online courses will provide the funding.

24. Projected enrollment for two academic years following approval of new course:

Semester	2021-22	2022-23
Fall	7	7
Spring	NA	NA
Summer	NA	NA

25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:

Non-liberal arts and sciences
 Liberal arts and sciences

"The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences." State Regents Policy and Procedures. Chapter 2, Section 5, "Degree Requirements" part 1, (2). P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

Learning communication theory is crucial for any graduate student in the communication discipline. Theory will inform students' own research as well as their comprehension of problems within their professional lives. This is a required course in the Strategic Communications MA program.

27. Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

Discipline Knowledge
 Leadership
Research, Scholarly and Creative Activities
 Service Learning and Civic Engagement
Global and Cultural Competencies
 Health and Wellness

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: <http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc> .

5000 LEVEL COURSES

Course Level Characteristics	Please describe how this course meets this requirement.
1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.	This is an intensive writing course in which students will be expected to produce a research paper.
2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.	This is a theory-focused course, and students will be expected to critically analyze various theories as well as apply them in case studies.
3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum: <ol style="list-style-type: none"> a. Students should be required to undertake original scholarly/creative activity. b. Students should assume greater responsibility for mastering the subject matter. c. Close working relationships should exist between instructors and students. 	Students will be expected to conduct an original research project, as well as construct or apply theory to address a social problem within this course.

Communication Theory & Application

MCOM 5833

Syllabus

Fall 2021

Department of Mass Communication/College of Liberal Arts

University of Central Oklahoma

online through learn.uco.edu

Professor: Dr. Chad Perry cperry16@uco.edu • Dr. Sam Lawrence slawrence7@uco.edu

Office: COM 148A • 405-974-5107/COM 211-I 405-974-5584

Office Hours: by appointment

Department Office: 405-974-5303 **Fax:** 405-974-5125

Please contact me if you have questions or concerns about the content of this course. All class announcements, including schedule changes, will be posted through News on D2L.

Course Description

Communication Theory & Application covers the historical and philosophical background of the most important theories of communication. Students will apply a methodology for formulating and analyzing communication theories, preparing them to be informed consumers and producers of theoretically-based communication research.

Course Textbook

Theories of Human Communication (2017) 11th edition. Stephen W. Littlejohn, Karen A. Foss, John G. Oetzel. ISBN-13: 978-1-4786-3405-8. Publisher: Waveland Press, Inc. Long Grove, Illinois.

Reading packet available at copy center.

Student Learning Outcomes

As a result of this course, students should be able to:

1. Develop a comprehensive understanding of the traditions of communication.
2. Apply theories to case studies and real-life circumstances.
3. Identify theoretical trends in communication within each of the metatheoretical areas.
4. Critique and/or construct communication theory.

Online Orientation

If this is your first online course with UCO or if you are unfamiliar with the Desire2Learn system, you should check out the Orientation Module and/or Student Resources on the course home page. Contact the [Office of Information Technology](#) for technology & D2L help or call (405) 974-2255.

Class Organization

This is a Desire2Learn course website. Access is available through learn.uco.edu. No in-class meetings are required.

Communication

Announcements, including deadline reminders and changes, will be posted under News on the home page.

Assignments

- a. Quizzes (11) 25 points each – total of 275 points.
- b. Communication Theory papers (11) 25 points each – total of 275 points.

c. Module Discussions (11) 10 points each – total of 110 points

d. Research Paper (1) - 100 points.

Class Participation

Your success in this class depends on how often you access the content and your ability to meet deadlines. Plan to check the class page at least four times a week. Scheduling specific times to work on the assignments and setting up D2L notifications will help you succeed.

Notifications

You can set up text or email notifications for your online classes by selecting your profile (your name) at the top right of the home page. Choose “notifications.” Scroll down to “instant notifications.” Scroll down to select any courses you don’t want included. Click “save.”

Late Work Policy

Assignments are due by the deadlines indicated in D2L. Check Content and Assignments for details. Late work is penalized 10 points per day, including weekends.

Grading

All student exercises and projects should be submitted and graded (based on rubrics) through the D2L system. Students will have access to grades/feedback through this system.

Grade Determination

Quizzes (11)	275 points	A	90 -100% (684 – 760 points)
Theory papers (11)	275 points	B	80 - 89% (608 – 683 points)
Module Discussions	110 points	C	70 - 79% (532 – 607 points)
<u>Research Paper</u>	<u>100 points</u>	D	60 - 69% (456 – 531 points)
Total	760 points	F	59 and below (455 points or fewer)

Total course points are subject to change, so the final grading scale will be based on the percentages as listed.

Student Behavior

Students are expected to conduct themselves in a professional and polite manner. You should be able to discuss ideas, share opinions and disagree with one another and/or the instructor without rudeness or personal attacks.

Transformative Learning

At the University of Central Oklahoma, we help students learn by providing transformative experiences so that they may become productive, creative, ethical and engaged citizens and leaders contributing to the intellectual, cultural, economic and social advancement of the communities they serve.

Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. All students at UCO will have transformative learning experiences in five core areas: leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.

Central Six

Discipline Knowledge, Leadership, Problem Solving, Service Learning & Civic Engagement, Global and Cultural Awareness and Health & Wellness. This course engages students in research and writing that promote critical thinking skills vital to Discipline Knowledge, Research, Scholarly and Creative Activities, and Global and Cultural Awareness.

Modules

Orientation Module

Module 1

Chapter 1: Foundations of Communication Theory

Chapter 2: Frameworks for Organizing Theories

Module 1 Discussion (10 points)

Theory Paper 1 (25 points)

Quiz 1 (25 points)

Module 2

Chapter 3: The Communicator

Module 2 Discussion (10 points)

Theory Paper 2 (25 points)

Quiz 2 (25 points)

Module 3

Chapter 4: The Message

Module 3 Discussion (10 points)

Theory Paper 3 (25 points)

Quiz 3 (25 points)

Module 4

Chapter 5: The Medium

Module 4 Discussion (10 points)

Theory Paper 4 (25 points)

Quiz 4 (25 points)

Module 5

Chapter 6: Beyond Human Communication

Module 5 Discussion (10 points)

Theory Paper 5 (25 points)

Quiz 5 (25 points)

Module 6

Chapter 7: The Relationship

Module 6 Discussion (10 points)

Theory Paper 6 (25 points)

Quiz 6 (25 points)

Module 7

Chapter 8: The Group

Module 7 Discussion (10 points)

Theory Paper 7 (25 points)

Quiz 7 (25 points)

Module 8

Chapter 9: The Organization

Module 8 Discussion (10 points)
Theory Paper 8 (25 points)
Quiz 8 (25 points)

Module 9

Chapter 10: Health Contexts
Module 9 Discussion (10 points)
Theory Paper 9 (25 points)
Quiz 9 (25 points)

Module 10

Chapter 11: Culture
Module 10 Discussion (10 points)
Theory Paper 10 (25 points)
Quiz 10 (25 points)

Module 11

Chapter 12: Society
Module 11 Discussion (10 points)
Theory Paper 11 (25 points)
Quiz 11 (25 points)

Research Paper (100 points): Your research paper represents an opportunity to explore a topic of special interest to you, which may evolve into a thesis, research project, or conference paper. It is your chance to construct, test, or apply a communication theory. Your 20-page (maximum) paper should be chosen by *date* (when a one-page prospectus is due; include your title, purpose, justification, and your expected sources of materials, like references), a draft copy of your paper is due *date*, and the final draft is due *date*. Your grade on this paper will reflect clear writing and freedom from typos and other writing errors, as well as the quality of your thinking. Pick a topic that is of special interest to you, based on the modules covered in this course.

The ability to write clearly is a fundamental skill that is required of all scholars. Hence writing skills are emphasized in your written assignments and quizzes, as well as your term paper. By the end of this course, you should be writing at a professional level, free of typos and other errors, with the ability to organize your thoughts in a logical way and to express yourself clearly and succinctly.

You have options on how you approach your paper:

- 1) *Research project to develop or test a theory.* The final paper should be carrying out the study you proposed in the prospectus (with revisions based on feedback). I'll expect you to collect data (or do a secondary data analysis if you have data collected). As a reminder, this project must test theoretical propositions or be designed to develop a communication theory. For this project, you'll need to include an introduction, literature review, methods, results, and discussion (and based on the standards of writing given the type of study you conduct). There will be exemplars in the reading packet and likely through those provided by colleagues. I can provide other examples of articles that fit this option if you request.
- 2) *Theory construction.* As you review the theories we cover, you may be thinking to yourself that theories don't quite cover everything you think they should. Or you may be thinking there is a key aspect about communication theory that hasn't been adequately covered. Thus, you may want to develop your own theory about a particular aspect of communication (perhaps a theory for a particular context, population, or topic). You can choose a variety of ways to develop the theory – grounded theory approach, verification model (the traditional scientific method of identifying assumptions and propositions to be tested), personal standpoints, or critical theory.
- 3) *Applying communication theory in practice.* This option is to utilize communication theory to address an important social problem (e.g., racism/discrimination in schools/workplaces, health disparities, problematic interactions in the workplace). There are a variety of ways you could do this assignment. The choice of field site may determine

what topic you will focus on and what your assignment will be. First, you may be asked to do a community assessment of communication issues. This assignment essentially is a needs assessment. If you select the assessment, you'll need to diagnose the problems and offer suggestions of how to address the problems (if there are some). The assessment should be based on theory(ies) that fit your framework and the needs of the organization. Based on the theory and what the organization wants to know, you design methods (e.g., survey and interviews) that will help you assess the communication. The literature review and methods are truncated in comparison to the proposal or an article-length study. Then, you'll need to analyze the data to draw conclusions. Finally, you should offer recommendations for addressing problems (including specific training ideas). The report includes a literature review, methods, results, and discussion. Some sample assessments/training manuals can be made available. Second, you might develop a training module that you implement at the site. Perhaps the organization already has done a needs assessment and wants help implementing ideas. You can help to design the training and implement/evaluate it. The product for this option will consist of a training manual and also a report about the evaluation (it'll include background literature, methods [manual included as part], results, and discussion.) Third, you might complete this assignment in such a way as to conduct innovative research. In this manner, this suboption is like option #1 as a research study; the difference is that it focuses in the field and based on the field site/organization's needs. Any one of these options is tricky in that it is a negotiation between your research interests and what is needed in the site.

- 4) *Other*. If you can think of a project not listed here that would be beneficial to you, let me know. We'll talk about it and determine if it is a reasonable substitute. It will need to focus on theory at some level.

Theory Papers: Select one theory from each module and provide a brief summary, a minimum of 2 pages in length, about this theory. You need to identify and define the concepts of the theory, the theoretical hypothesis, and the theoretical mechanism. Provide an example of how this theory could be applied in a real-world situation. Each brief is to be typed, double-spaced, in a 12-point serif font (Caslon, Times, Palatino), with one-inch margins and submitted on D2L.

Supplement Readings: These articles provide examples of various theoretical perspectives on communication. Treat these readings as providing entry points into particular topics that you may highlight in your theory paper.

Practical Theory: Collective communication design

Barbour, J. B., Gill, R., & Barge, J. K. (2018). Organizational communication design logics: A theory of communicative intervention and collective communication design. *Communication Theory (1050-3293)*, 28(3), 332–353.
<https://doi.org/10.1093/ct/qtx005>

Social Psychological Perspective: Nonprofit organizations

Lewis, L. K., Richardson, B. K., & Hamel, S. A. (2003). When the "stakes" are communicative: The lamb's and the lion's share during nonprofit planned change. *Human Communication Research*, 29(3), 400-430.
<https://doi.org/10.1111/j.1468-2958.2003.tb00845.x>

Social Psychological Perspective: Advocacy

Daly, J. A. (2011). *Advocacy: Championing ideas and influencing others*. New Haven; London: Yale University Press.
Retrieved from <http://www.jstor.org/stable/j.ctt1nq53v>

Critical Theory: Assimilation

Cohen, M., & Avanzino, S. (2010). We are people first: Framing organizational assimilation experiences of the physically disabled using co-cultural theory. *Communication Studies*, 61(3), 272–303. <https://doi.org/10.1080/10510971003791203>

Sociocultural Perspective: Assimilation-structuration

Scott, C., & Myers, K. (2010). Toward an integrative theoretical perspective on organizational membership negotiations: Socialization, assimilation, and the duality of structure. *Communication Theory (1050-3293)*, 20(1), 79–105.
<https://doi.org/10.1111/j.1468-2885.2009.01355.x>

Sociocultural Perspective/Decision-making

Castor, T. R. (2005). Constructing social reality in organizational decision making: Account vocabularies in a diversity discussion. *Management Communication Quarterly*, 18(4), 479–508. <https://doi.org/10.1177/0893318904273689>

Rhetorical Perspective: Business communication

Cyphert, D. (2010). The rhetorical analysis of business speech: Unresolved questions. *Journal of Business Communication*, 47(3), 346–368. <https://doi.org/10.1177/0021943610370577>

Rhetorical Perspective: Management

Clark, T., & Greatbatch, D. (2011). Audience perceptions of charismatic and non-charismatic oratory: The case of management gurus. *Leadership Quarterly*, 22(1), 22–32. <https://doi.org/10.1016/j.leaqua.2010.12.004>

Semiotic Perspective: Diversity rhetoric

Pasztor, S. K. (2019). Exploring the framing of diversity rhetoric in “top-rated in diversity” organizations. *International Journal of Business Communication*, 56(4), 455–475. <https://doi-org.vortex3.uco.edu/10.1177/2329488416664175>

Phenomenological Perspective: Organizational change

Bourne, B. (2015). Phenomenological study of generational response to organizational change. *Journal of Managerial Issues*, 27(1–4), 141–159. Retrieved from <https://search-ebSCOhost-com.vortex3.uco.edu/login.aspx?direct=true&db=pbh&AN=112699302&site=ehost-live>

Phenomenological Perspective: Institutional interaction

Heath, C., & Mondada, L. (2019). Transparency and embodied action: Turn organization and fairness in complex institutional environments. *Social Psychology Quarterly*, 82(3), 274–302. <https://doi-org.vortex3.uco.edu/10.1177/0190272519843303>

The professor retains the right to amend the syllabus, including the assignment schedule, at any time. The contents of this syllabus are subject to revision 24 hours a day, seven days a week. Changes, if any, will be announced through the Breaking News app and updated in the Course Information section on the D2L course home page.