Course Goals
This class will introduce you to social scientific scholarship in human communication. I’d like you to complete this course recognizing how powerful communication theory can be in explaining the social world around us, and appreciating that communication is much more than everyday talk and conversation. You will encounter a variety of areas of communication theory that may help you decide which parts of the discipline will become the focus of your studies.

Course Objectives
By the end of the semester, you should have the ability to:

- Distinguish between common uses of the term “communication” and how the concept is defined by communication scholars
- Identify the perspectives researchers bring to the study of communication as a social science
- Explain theories of communication as a social science and critique them according to specific criteria
- Apply theoretical constructs to “real world” communication examples
- Describe recent research studies in communication

Required Texts

Additional required readings are posted on Blackboard and listed as “Bb” on the course calendar.
Please note that even when class lectures and discussions do not cover material from the text, you will be required to read and thoroughly understand the readings for the exams and assignments.

**Tentative Course Schedule:**
This is our plan but be aware there may be slight adjustments during the course of the semester.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
<th>Read after class</th>
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</thead>
<tbody>
<tr>
<td>1 Jan 14</td>
<td>Course introduction</td>
<td></td>
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<tr>
<td>1 Jan 16</td>
<td>What is social science?</td>
<td>Student info</td>
<td>Bb</td>
</tr>
<tr>
<td>2 Jan 21</td>
<td>Communication as a social science</td>
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<tr>
<td>2 Jan 23</td>
<td>How social science research works</td>
<td>Academic integrity</td>
<td>Chapter 1</td>
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<tr>
<td>3 Jan 28</td>
<td>Theorizing in social science</td>
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<tr>
<td>3 Jan 30</td>
<td>Researching communication</td>
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<td>4 Feb 4</td>
<td>Cognition and communication</td>
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<tr>
<td>4 Feb 6</td>
<td>Uncertainty reduction</td>
<td>Research Paradigm</td>
<td>Bb</td>
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<tr>
<td>5 Feb 11</td>
<td>Expectancy violations theory</td>
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<tr>
<td>5 Feb 13</td>
<td>(cont.)</td>
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<tr>
<td>6 Feb 18</td>
<td>Exam 1</td>
<td>Exam</td>
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<tr>
<td>6 Feb 20</td>
<td>Cognitive dissonance theory</td>
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<td>7 Feb 25</td>
<td>Politeness theory</td>
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<td>7 Feb 27</td>
<td>Social exchange theory</td>
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<td>8 Mar 3</td>
<td>Relational dialectics theory</td>
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<td>8 Mar 5</td>
<td>Communication privacy management</td>
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<tr>
<td>9 Mar 10</td>
<td>Communication accommodation</td>
<td>“Wiki”</td>
<td>Bb</td>
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<tr>
<td>9 Mar 12</td>
<td>Face negotiation theory</td>
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<tr>
<td>10 Mar 24</td>
<td>Understanding culture</td>
<td></td>
<td>Chapter 6</td>
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<tr>
<td>10 Mar 26</td>
<td>(cont).</td>
<td></td>
<td>Bb</td>
</tr>
<tr>
<td>11 Mar 31</td>
<td>Exam 2</td>
<td>Exam</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>11 Apr 2</td>
<td>Organizational comm</td>
<td></td>
<td>Chapter 9</td>
</tr>
<tr>
<td>12 Apr 7</td>
<td>Persuasion</td>
<td></td>
<td>Chapter 7 (except pp. 132-135)</td>
</tr>
<tr>
<td>12 Apr 9</td>
<td>(cont)</td>
<td></td>
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<tr>
<td>13 Apr 14</td>
<td>Diffusion and network theory</td>
<td></td>
<td>Chapter 10, pp. 182-191</td>
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<td>13 Apr 16</td>
<td>Media Richness; SIP</td>
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<td>Chapter 10, pp. 192-194, Bb</td>
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<td>14 Apr 21</td>
<td>Mediated comm</td>
<td></td>
<td>Chapter 10, pp. 192-194, Bb</td>
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<td>14 Apr 23</td>
<td>A critical look back</td>
<td></td>
<td>Chapter 11, pp. 199-213</td>
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<tr>
<td>15 Apr 28</td>
<td>Application paper due on Blackboard at 2 pm</td>
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*No class Mar 17-19. Enjoy spring break!*
Course Policies

No laptops or electronics.
In order to create the best possible learning environment, I ask you to not use your laptops, tablets or phones. I completely understand the temptation, but I think we all benefit from focusing without technology. Current research shows that taking notes by hand is more effective than typing them. Read the articles posted on Blackboard for a lengthier discussion of this policy. (Sometimes students have documented reasons for using laptops for note-taking; exceptions are made only for students with such documentation.)

Please bring pen and paper to lectures for note-taking and activities.

Late papers: If your paper is late, it will be marked down by one third of a letter grade for every day it is late. Also, please be aware that if you end up handing a paper in late (thus accepting the automatic deduction), it falls to the bottom of our stack of things to do and will most likely not be returned to you in a very timely manner.

Back up your work: Computer failures are sadly not uncommon. Please cover yourself by saving your work to cloud storage and an external storage device.

Missed exams: Missing an exam is very difficult for you and for us. You would never miss unless you were really, seriously ill or had a serious emergency. Contact me and your discussion section TA immediately so we can try to remedy the situation and make sure you do not end up with a zero score.

Electronic Submission of Assignments
Please upload your assignments to Blackboard only. If you have trouble with Blackboard, reach out to Blackboard support directly for help—service is available 24/7 at 213-740-5555.

Attendance and Participation
1. To get the most out of this class, you must be here. While it is normal to miss a few times during the course of a semester, you cannot “take” this class without attending the lecture and discussion sections regularly.

2. I do not distinguish between excused and unexcused absences. Please don’t send me notes from your doctor or even tell me why you are missing (unless it’s the day of an exam).

Note for student athletes, band members, and similar: I expect that if you are in-season, you may have to miss several classes. You should go ahead and send us official notices from your university sponsors.

3. After the first few weeks, attendance will be taken only occasionally, and in-class participation activities will be held sporadically.
If You Miss Class
When you miss class, please do not ask the TAs or me what you missed. It is your responsibility
to seek out that information from other students. Once you have, we welcome the opportunity to
talk with you and to go over any questions. Set yourself up at the beginning of the semester with
at least two fellow students who you can count on for good notes if you have to miss class.

Slides shown in class will be posted on Blackboard but the slides are in no way meant to replace
your own listening, involvement, and note-taking.

Grading
To achieve a “C” or better on papers, you must write at a level appropriate for a university
student, i.e., with correct grammar, punctuation and spelling. If you have specific difficulties
with writing, please visit the university’s Writing Center before you submit your first
assignment.

The grading scale for this class will be that an A is equivalent to 94 or above; A- is 90-93; B+ is
87-89; B is 84-86; B- is 80-83; C+ is 77-79; C is 74-76; C- is 70-73; D+ is 67-69; D is 64-66; D-
is 60-63; and F is 59 and below.

Grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Homework/In-Class Work</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paradigm</td>
<td>5%</td>
</tr>
<tr>
<td>Theory “Wiki”</td>
<td>10%</td>
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<tr>
<td>Application paper</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20%</td>
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</tbody>
</table>

No “Extra Credit”
This class gives you many opportunities to succeed. The ten percent homework/in-class work
specifically gives you an opportunity to get full credit without any evaluation. Do homework on
time, come to class to get credit for participation, and you’ll have an automatic “A” in ten
percent of the class.

Assignments

Homework/In-Class Work (10%)

Student Information Sheet
Please complete and upload to Blackboard. We want to get to know you and to have your contact
information on hand.

Academic Integrity Tutorials
Please complete the assigned tutorials listed on Blackboard, and then upload your certificates of
completion.
In-Class Work
During both lecture and discussion meetings, we will have a variety of participation activities including brief small group assignments and quizzes. In class-work may be assigned at any point during the class and will not be scheduled in advance but randomly distributed throughout the semester. If you miss by arriving late or leaving early, or by being absent altogether, you will not have an opportunity to make up the work. Because we recognize that some absences and lateness are inevitable, three missing scores will not count against your in-class work grade.

Research Paradigm Assignment (5%)
1. Find and read a recent research article in communication from one of the communication journals listed for this assignment on Blackboard.
2. Turn in the citation for the article along with the article’s published abstract.
3. Based on the information presented in class and in the text, write a brief paragraph or two explaining which perspective the author(s) took and what about their work made that perspective evident.

Be sure to choose a research article in which the authors conducted an actual study. Do not choose a meta-analysis (a study of other studies), a book review, an essay, or an article that only discusses theory.

More information will be posted on Blackboard.

Theory “Wiki” (10%)
In this assignment you will describe a theory in your own words, evaluate it, and offer an original example of the theory in action. Check Blackboard for further information.

Application Paper (20%)
This 5-7 page paper is an opportunity to apply the theories and concepts you’ve learned about communication to examples of communication you observe in a work of fiction. Detailed information about the assignment will be posted on Blackboard and discussed in class.

Exams
The exams assess if you have learned the material covered in the readings, lectures, and class discussions. They will also ask you to put your knowledge to use by applying it to material presented in new examples. Prepare for a series of rigorous multiple choice questions on the exams. If you know yourself to be someone who finds these kinds of tests particularly challenging, check my posts on Blackboard for tips and seek help early in the semester.

Please note that you are responsible for the material presented both in the readings and in class. The two do not always overlap. If you miss a class, it would be a good idea to get notes and discuss them with at least two other students.

The third exam will not be “cumulative” in that you won’t have to go back to the earlier chapters and study them in depth, but your knowledge will build and questions on later exams may rely on that foundation.
Campus Resources
Please take advantage of some of the resources your tuition supports. Early in the semester, visit The Writing Center for one-on-one assistance or small-group workshops. (Email writing@usc.edu or call 213-740-3691). If you have difficulty with tests, reach out to the Center for Academic Support (call 213-740-0776 or email them at study@usc.edu).

Looking Ahead
Exploring the field of communication is an ongoing experience of discovery for me. I look forward to learning more with all of you this semester.
Statement on Academic Conduct and Support Systems

**Academic Conduct:**
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

**Support Systems:**
* Counseling and Mental Health - (213) 740-9355 – 24/7 on call studenthealth.usc.edu/counseling
  Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

* National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call suicidepreventionlifeline.org
  Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

* Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call studenthealth.usc.edu/sexual-assault
  Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

* Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298 equity.usc.edu, titleix.usc.edu
  Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

* Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298 usc-advocate.symplicity.com/care_report
  Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

* The Office of Disability Services and Programs - (213) 740-0776 dsp.usc.edu
  Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.
USC Campus Support and Intervention - (213) 821-4710
https://campussupport.usc.edu/
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Annenberg Student Success Fund
https://annenberg.usc.edu/current-students/resources/additional-funding-resources
The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Breaking Bread Program
https://undergrad.usc.edu/faculty/bread/
The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.

Add/Drop Dates for Session 001 (15 weeks: 1/13/20 – 5/1/20)
Friday, January 31: Last day to register and add classes for Session 001
Friday, January 31: Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund for Session 001
Tuesday, February 4: Last day to drop a Monday-only class without a mark of “W” and receive a refund for Session 001
Friday, February 28: Last day to drop a course without a mark of “W” on the transcript for Session 001. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]
Friday, February 28: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]
Friday, April 3: Last day to drop a class with a mark of “W” for Session 001