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Communication 6806:
Contemporary Communication Theory
Autumn 2015

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Professor: David R. Ewoldsen   Location: 3116 Derby Hall
Email: ewoldsen.osu@gmail.com   Time: 9:35 to 10:55 am
Office: 3168 derby Hall
Office hours: Wednesday 10 to 12 and by appointment

Readings
Required Text
Berger, C. R., Roloff, M. E., & Roskos-Ewoldsen, D. R. (2010). *The handbook of communication science* (2nd ed.). Los Angeles, CA: Sage

Highly Recommended Text
Donsbach, W. (Ed.). (2015). *The concise encyclopedia of communication*. Malden, MA: Wiley Blackwell.
http://www.amazon.com/Concise-Encyclopedia-Communication-Wolfgang-Donsbach/dp/1118789326/ref=sr_1_1?ie=UTF8&qid=1438115114&sr=8-1&keywords=the+concise+encyclopedia+of+communication&pebp=1438115117996&perid=15STZ7H16SRRNKD7XYPW

There will be a *large* number of readings for the course. These can be found on Carmen. The readings will be categorized in one of three ways: required, recommended, and additional. You must do the *required readings* before class if this class is going to benefit you intellectually. I will do pop quizzes on the readings to ensure you are reading prior to class. *Recommended readings* will likely be discussed in class, but it is not necessary that you read this prior to class. However, if this is one of your areas of study, I would strongly encourage you to read these prior to class. *Additional readings* are provided for you as readings that I think you should familiar with if this is your area of study but you will not be responsible for these readings.

Course Description
The class is an introduction to the theoretical orientations that are found within the social scientific approach to the study of communication. Graduate careers often involved increased specialization, but the goal of this course is to introduce you to the breadth of study found within the social scientific study of communication. However, the course is also designed to reflect Ohio State's orientation to the discipline as opposed to covering the entirety of the discipline. While there is a great deal to be learned from other approaches to the study of communication (e.g., critical, cultural, and rhetorical), there is not the time in this course to do justice to diversity of orientations found within this discipline.

Course Learning Objectives
1. You should be able to identify and explain many of the theories across the various domains of study within the social scientific study of communication.
2. You should be able to explain major trends that are going on within different parts of the discipline and to advance arguments about where the discipline is heading.

3. You should be able to describe Ohio State's place within the discipline and major programs of research that ongoing within the School of Communication.
4. You will be able to explain the theories that are important to your interests as a scholar.
5. You will be able to critique any of the theories that are discussed in class or found in the readings.
6. You will be able to identify linkages between the theories found in distinct areas of the discipline and utilize these theories to improve your own research.

Academic integrity policy

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*

Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.htm

Accommodations for accessibility

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Office for Disability Services at 614-292-3307 or ods@osu.edu to register for

services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to http://ods.osu.edu for more information.

Additional information on tOSU's accessibility policies and services can be found at http://ada.osu.edu/resources/Links.htm

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Carmen (Desire2Learn) accessibility
- Streaming audio and video
- Synchronous course tools

Academic Support Services provided

Academic support services provided by tOSU can provide needed services and help so that you succeed in your courses. To get more information on obtaining these services, go to http://artsandsciences.osu.edu/current-students/university-resources

Additional information on student services can be found at http://ssc.osu.edu

GRADING

Your grades in the class will be based on 3 components.

1. Midterm. The midterm will consistent of short answers and essay questions. It will be a take-home test, but you will only have 48 hours to complete the test so you should have studied prior to getting the test. The midterm will be turned in online via the class's dropbox. There will be a strict page limit. The midterm will be distributed on October 21 and will be due by 5 pm on October 23. The midterm will be worth 35% of your final grade.

2. Final. The final will consist of short answers and essay questions. The final will also be a take-home test. The test will be distributed on Tuesday, December 8 and due on Friday, December 11 at noon. The final will be worth 40% of your final grade.

3. Theory paper. There will be three parts to the paper. First, you will summarize what you hope to study while you are in graduate school. Second, you will identify one or more theories that provide the foundation for your research. Third, you will identify three theories from distinct areas of study outside of your area that will inform your research.

The text of the paper will be no longer than 10 double spaced pages. More details on the paper will be provided on Carmen. The paper will be due December 1 at 5 p.m. The paper will be worth 25% of your final grade.

The tests and the paper will be turned in by the noted time using dropbox on Carmen. Assignments that are turned in late will be penalized at a rate of -10% per day it is late.

APA Style Sheet
All papers should following the APA Publication Manual guidelines.

Grade assignment
Currently, I anticipate that grades will be assigned using the following percentage system.

	$\geq$93% = A	$\geq$90% = A-
$\geq$87% = B+	$\geq$83% = B	$\geq$80% = B-
$\geq$77% = C+	$\geq$73% = C	$\geq$70% = C-
$\geq$67% = D+	$\geq$63% = D	>63% = E

Policies and Rules

1. I expect you to act as responsible students. I understand that you have other demands on your time and that this course will not always be your top priority. However, the amount of time you spend on this course will probably have a direct impact on your grade for this course.

2. If there are unusual circumstances that are affecting your performance in this class, you should inform me of them as soon as possible. Do not call me after the fact. I can adjust time schedules, but I will not adjust my grading policies. "C" work is "C" work no matter what the circumstances.

3. You have a two week period after the graded assignment is returned to challenge grades.

4. Grade challenges will be made in writing.

5. The classroom is a space where people come to explore a variety of ideas in an open and welcoming environment. In order for this to occur, we must be respectful of one another. Sexual harassment, racism, or homophobic behavior will not be tolerated.

6. All cell phones and beepers will be turned off during class lecture. Be courteous to your fellow students.

I reserve the right to modify this syllabus at any point during the semester. Modifications will be posted on Carmen.

Topics for Grad Theory

August 25: Course intro & syllabus
    a. Required
        Hample, D. (2008). Introduction: What should a new Ph.D. know? *Communication Monographs, 75*, 111.
        Pfau, M. (2008). Tension between breadth and depth in mass communication education. *Communication Monographs, 75*, 119-126.
        Putman, L. (2008). Developing breadth in organizational communication doctoral training. *Communication Monographs, 75*, 127-135.
        Roloff, M. E. (2008). What an interpersonal communication scholar should know. *Communication Monographs, 75*, 112-119.

    b. Recommended
        Feeley, T. H. (2008). A bibliometric analysis of communication journals from 2002 to 2005. *Human Communication Research, 34*, 505-520.
        Newman, W. R., Davidson, R., Joo, S.-H., Park, Y. J., & Williams, A. E. (2008). The seven deadly sins of communication research. *Journal of Communication, 58*, 220-237.

August 27: Intro to assistant profs & how to read

September 1: Introduction to the discipline and its history
    a. Required
        Berger, C. R., Roloff, M. E., & Roskos-Ewoldsen, D. R. (2010). What is communication science? In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; pp. 3-20). Thousand Oaks, CA: Sage Publications.
        Bryant, J., & Pribanic-Smith, E. J. (2010). A historical overview of research in communication science. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; pp. 21-36). Thousand Oaks, CA: Sage Publications.

    b. Recommended
        Krcmar, M., Ewoldsen, D. R. & Koerner, A. (in press). History of communication. In *Communication science theory and research: An introduction to advanced study*. New York: Routledge.

    c. Additional
        Delia, J. G. (1987). Communication research: A history. In C. R. Berger & S. H. Chaffee (eds.), *Handbook of communication science* (pp. 20-98). Thousand Oaks, CA: Sage.
        Glander, T. (2009) *Origins of mass communications research during the American cold war*. New York: Routledge.

Hornsey, M. J., Gallois, C., & Duck, J. M. (2008). The intersection of communication and social psychology: Points of contact and points of difference. *Journal of Communication, 58*, 749-766.

Park, D. W., & Pooley, J. (Eds.) (2008) *The history of media and communication research: Contested memories*. New York: Peter Lang.

Pooley, J., & Katz, E. (2008). Further notes on why American sociology abandoned mass communication research. *Journal of Communication, 58*, 767-786.

Rogers, E. M. (1994). *A history of communication study: A biographical approach*. New York: The Free Press.

Schramm, W. (1997). *The beginnings of communication study in American: A personal memoir*. Thousand Oaks, CA: Sage.

Starr, P. (2004). *The creation of the media: Political origins of modern communications*. New York: Basic Books.

September 3: Theory Overview and criteria for judging theory
   a. Required

McLeod, J. M., Kosicki, G. M., & McLeod, D. M. (2010). Levels of analysis and communication science. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; pp. 183-200). Thousand Oaks, CA: Sage Publications.

Pavitt, C. (2010). Alternative approaches to theorizing in communication science. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; pp. 55-71). Thousand Oaks, CA: Sage Publications.

   b. Recommended
   DeAndre & Holbert reading

Krcmar, M., Ewoldsen, D. R. & Koerner, A. (in press). An introduction to theory. In *Communication science theory and research: An introduction to advanced study*. New York: Routledge.

September 8: Language
   a. Required

McGlone, M., S., & Giles, H. (2011). Language and interpersonal communication. In M. L. Knapp & J. A. Daly (Eds.), *The SAGE handbook of interpersonal communication* (4th ed.; pp. 201-238). Thousand Oaks, CA: Sage Publications.

Soliz, J., & Giles, H. (2010). Language and communication. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; pp. 75-91). Thousand Oaks, CA: Sage Publications.

   b. Recommended

Grice, H. P. (1975). Logic and conversation. In P. Cole & J. L. Morgan (Eds.), *Syntax and semantics: Vol. 3. Speech acts* (p. 41-58). New York: Academic Press.

c. Additional

Austin, J. L. (1975). *How to do things with words*. Oxford: Oxford University Press.

Searle, J. R. (1970). *Speech acts: An essay in the philosophy of language.* Cambridge: Cambridge University Press.

September 10: Message Production

a. Required

Berger, C. R. (2010). Message production processes. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; pp. 111-127). Thousand Oaks, CA: Sage Publications.

Wilson, S. R., & Feng, H. (2007). Interaction goals and message production: Conceptual and methodological developments. In In D. R. Roskos-Ewoldsen & J. Monahan (Eds.), *Communication and social cognition: Theories and methods* (pp. 71-95). Mahwah, NJ: Lawrence Erlbaum Associates.

b. Recommended

Greene, J. O., & Graves, A. R. (2007). Cognitive models of message production. In D. R. Roskos-Ewoldsen & J. Monahan (Eds.), *Communication and social cognition: Theories and methods* (pp. 17-45). Mahwah, NJ: Lawrence Erlbaum Associates.

c. Additional

Berger, C. R. (1997). *Planning strategic interaction: Attaining goals through communicative action*. Mahwah, NJ: Lawrence Erlbaum Associates.

Hample, D. (2005). *Arguing: Exchanging reasons face to face*. Mahwah, NJ: Lawrence Erlbaum Associates.

September 15: Message processing

a. Required

Busselle, R., & Bilandzic, H. (2008). Fictionality and perceived realism in experiencing stories: A model of narrative comprehension and engagement. *Communication Theory, 18*, 255-280.

Roskos-Ewoldsen, D. R., & Roskos-Ewoldsen, B. (2010). Message processing. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; pp. 129-144). Thousand Oaks, CA: Sage Publications.

b. Recommended

Lang, A. (2009). The limited capacity model of motivated mediated message processing. In R. L. Nabi & M. B. Oliver (Eds.) *The Sage handbook of media processes and effects* (pp. 193-204). Thousand Oaks, CA: Sage.

c. Additional

Hall, S. (2001). Encoding/decoding. In M. G. Durham & D. M. Kellner (Eds.), *Media and cultural studies: Keyworks* (pp. 166-176). Malden, MA: Blackwell Publishers. (Reprinted from *Culture, Media, Language*, pp. 128-138, by S. Hall, D. Hobson, A. Lowe & P. Willis, Eds., 1980, London: Hutchinson)

Lang, A. (2006). Using the limited capacity model of motivated mediated message processing to design effective cancer communication messages. *Journal of Communication, 56*, S57–S80

Wyer, R. S. (2004). *Social comprehension and judgment: The role of situation models, narratives, and implicit theories*. Mahwah, NJ: Lawrence Erlbaum Associates.

September 17: Interpersonal communication
   a. Required
   Burleson, B. R. (2010). The nature of interpersonal communication: A message-centered approach. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; pp. 145-163). Thousand Oaks, CA: Sage Publications.

   Dillard, J. P., & Knobloch, L. K. (2011). Interpersonal influence. In M. L. Knapp & J. A. Daly (Eds.), *The SAGE handbook of interpersonal communication* (4th ed.; pp. 389-422). Thousand Oaks, CA: Sage Publications.

   b. Recommended
   Berger, C. R. (2005). Interpersonal communication: Theoretical perspectives, future prospects. *Journal of Communication, 55*, 415-447.

   Spirtzberg, B. H., & Cupach, W. R. (2011). Interpersonal skills. In M. L. Knapp & J. A. Daly (Eds.), *The SAGE handbook of interpersonal communication* (4th ed.; pp. 481-524). Thousand Oaks, CA: Sage Publications.

   c. Additional
   Knapp, M. L., & Daly, J. A. (Eds.) (2011). *The SAGE handbook of interpersonal communication* (4th ed). Thousand Oaks, CA: Sage Publications.

September 22: Interpersonal communication continued
   a. Required
   Parks, M. R. (2011). Social networks and the life of relationships. In M. L. Knapp & J. A. Daly (Eds.), *The SAGE handbook of interpersonal communication* (4th ed.; pp. 355-388). Thousand Oaks, CA: Sage Publications.

   Seibold, D. R., Meyers, R. A., & Shoham, M. D. (2010). Social influence in groups and organizations. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; pp. 237-253). Thousand Oaks, CA: Sage Publications.

   b. Recommended

Poole, M. S., & Dobosh, M. A. (2010). Group decision making. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; pp. 381-397). Thousand Oaks, CA: Sage Publications.

Shulman, H. C., & DeAndrea, D. C. (2014). Predicting Success: Revisiting Assumptions about Family Political Socialization. *Communication Monographs, 81*, 386-406.

September 24: Relationships
   a. Required
      Koerner, A. F. (2010). The scientific investigation of marital and family communication. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; pp. 471-487). Thousand Oaks, CA: Sage Publications.

      Solomon, D. H., & Vangelisti, A. L. (2010). Establishing and maintaining relationships. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; pp. 327-344). Thousand Oaks, CA: Sage Publications.

   b. Recommended
      Vangelisti, A. L. (2011). Interpersonal processes in romantic relationships. In M. L. Knapp & J. A. Daly (Eds.), *The SAGE handbook of interpersonal communication* (4th ed.; pp. 597-631). Thousand Oaks, CA: Sage Publications.

   c. Additional
      Hatfield, E., & Rapson, R. L., (2012). Equity theory in close relationships. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 2; pp. 200-217). Los Angeles: Sage.

      Rusbult, C. R., Agnew, C. R. & Arriaga, X. B. (2012). The investment model of commitment processes. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 2; pp. 218-231). Los Angeles: Sage.

September 29: Intercultural
   a. Required
      Kim, Y. Y. (2010). Intercultural communication. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; pp. 453-470). Thousand Oaks, CA: Sage Publications.

      Waisbord, S. & Mellado, C. (2014). De-westernizing communication studies: A reassessment. *Communication Theory, 24*, 361-372.

   b. Recommended
      Oetzel, J. G., & Ting-Toomey, S. (2011). Intercultural perspectives on interpersonal communication. In M. L. Knapp & J. A. Daly (Eds.), *The SAGE handbook of interpersonal communication* (4th ed.; pp. 563-596). Thousand Oaks, CA: Sage Publications.

c. Additional

Samovar, L. A., Poerter, R. E., McDaniel, E. R., & Roy, C. S. (Eds.) (2015). *Intercultural communication: A reader* (4th ed.). Boston: Cengage Learning.

Wang, G., (2014). Culture, paradigm, and communication theory: A matter of boundary or commensurability? *Communication Theory, 24*, 373-393.

October 1: Intergroup
a. Required

Ellis, D. G. (2010) Intergroup conflict. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; 291-308). Thousand Oaks, CA: Sage Publications.

Grindstaff, L., & Press, A. (2014). Too little but not too late: Sociological contributions to feminist media studies. In S. Waisboro (Ed.), *Media sociology: A reappraisal* (pp. 151-167). Cambridge: Polity.

b. Recommended

Jacobs, R. N. (2014). Media sociology and the study of race. In S. Waisboro (Ed.), *Media sociology: A reappraisal* (pp. 168-187). Cambridge: Polity.

Roozen, B, Y Shulman, H. C. (2014). Tuning in to the RTLM: Tracking the evolution of language alongside the Rwandan genocide using social identity theory. *Journal of Language and Social Psychology, 33*, 165-182.

c. Additional

Dow, B. J., & Condit, C. M. (2005). The state of the art in feminist scholarship in communication. *Journal of Communication, 55*, 448-478.

Ellemers, N., & Haslam, S. A. (2012). Social identity theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 2; pp. 379-398). Los Angeles: Sage.

Mastro, D. E. (2009) Racial/ethnic stereotyping and the media. In R. L. Nabi & M. B. Oliver (Eds.) *The Sage handbook of media processes and effects* (pp. 377-391). Thousand Oaks, CA: Sage.

Oliver, M. B., Ramasubramanian, S., & Kim, J. (2007). Media and racism. In D. R. Roskos-Ewoldsen & J. Monahan (Eds.), *Communication and social cognition: Theories and methods* (pp. 273-291). Mahwah, NJ: Lawrence Erlbaum Associates.

October 6: Attitude-Behavior Relationship
a. Required

Ewoldsen, D. R., Rhodes, N., & Fazio, R. H. (2015). The MODE model and its implications for studying the media. *Media Psychology, 18*, 312-337.

Yzer, M. (2013). Reasoned action theory: Persuasion as belief-based behavior change. In J. P. Dillard & L. Shen (Eds.), *The Sage handbook of persuasion: Developments in theory and practice* (2nd ed.; pp. 120-136). Thousand Oaks, CA: Sage.

b. Recommended

Arpan, L., Rhodes, N., & Roskos-Ewoldsen, D. R. (2007). Accessibility, persuasion, and behavior. In D. R. Roskos-Ewoldsen & J. Monahan (Eds.), *Communication and social cognition: Theories and methods* (pp. 351-376). Mahwah, NJ: Lawrence Erlbaum Associates.

Shulman, H. C. & Levine, T. R. (2012). Exploring social norms as a group-level phenomenon: Do political participation norms exist and influence political participation on college campuses? *Journal of Communication, 62*, 532-552.

c. Additional

Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes, 50*, 179-211.

Fishbein, M., & Ajzen, I. (2010). *Predicting and changing behavior: The reasoned action approach*. New York: Psychology Press.

Olson, M. A., & Fazio, R. H. (2009). Implicit and explicit measures of attitudes: The perspective of the MODE model. In R. E. Petty, R. H. Fazio, & P. Briñol (Eds.), *Attitudes: Insights from the new implicit measures* (pp. 19-63). New York, NY: Psychology Press.

October 8: Persuasion

a. Required

Brinol, P., & Petty, R. E. (2015). Elaboration and validation processes: Implications for attitude change. *Media Psychology, 18*, 267-291.

Dillard, J. P. (2010). Persuasion. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; 203-218). Thousand Oaks, CA: Sage Publications.

b. Recommended

Song, H., & Ewoldsen, D. R. (2015). Metacognitive model of ambivalence: The role of multiple beliefs and metacognitions in creating attitude ambivalence. *Communication Theory, 25*, 23-45.

c. Additional

Albarracin, D., Johnson, B. T., & Zanna, M. P. (Eds.) (2005). *The handbook of attitudes*. Mahwah, NJ: Lawrence Erlbaum Associates.

Chaiken, S., & Ledgerwood, A. (2012). The theory of heuristic and systematic information processing. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 1; pp. 246-266). Los Angeles: Sage.

Dillard, J. P., & Shen, L. (Eds.) (2013). *The Sage handbook of persuasion: Developments in theory and practice* (2nd ed.). Thousand Oaks, CA: Sage

Petty, R. E., & Brinol, P. (2012). The elaboration likelihood model. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 1; pp. 224-245). Los Angeles: Sage.

October 13: Computer Mediated Communication
    a. Required
    Walther, J. B. (2010). Computer-mediated communication. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; pp. 489-505). Thousand Oaks, CA: Sage Publications.
    Spears, R., & Postmes, T. (2015). Group identity, social influence, and collective action online: Extensions and applications of the SIDE model. In S. S. Sundar (Ed.), *The handbook of the psychology of communication technology* (pp. 23-46). Malden, MA: Wiley Blackwell.

    b. Recommended
    DeAndrea, D., C., (2014). Advancing warranting theory. *Communication Theory, 24*, 186-204.
    Fox, J., & Warber, K. M. (2015). Queer identity management and political self-expression on social networking sites: A co-cultural approach to the spiral of silence. *Journal of Communication, 65*, 79-100.

    c. Additional
    Sundar, S. S. (Ed.) (2015). *The handbook of the psychology of communication technology*. Malden, MA: Wiley Blackwell.

October 15 – Fall Break

October 20: Human Computer Interaction
    a. Required
    Lee, E.-J., & Sundar, S. S. (2010). Human-computer interaction. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; pp. 489-505). Thousand Oaks, CA: Sage Publications.
    Sundar, S. S., Jia, H., Waddell, T F., & Huang, Y. (2015). Toward a theory of interactive media effects (TIME): Four models for explaining how interactive features affect user psychology. In S. S. Sundar (Ed.), *The handbook of the psychology of communication technology* (pp. 47-86). Malden, MA: Wiley Blackwell.

    b. Recommended
    Lee, J.-E. R., Nass, C., Brave, S. B., Morishima, Y., Nakajima, H., & Yamada, R. (2007). The case for caring colearners: The effects of a computer-mediated colearner agent on trust and learning. *Journal of Communication, 57*, 183-204.
    Li, S., & Feng, B. (in press). What to say to an online support-seeker? The influence of others' responses and support-seekers' replies. *Human Communication Research*.

October 22: Midterm

October 27: Media Selection
  a. Required
     Knobloch-Westerwick, S. (in press). The selective exposure self- and affect-
           managament (SESAM) model: Applications in the realms of race, politics, and
           health. *Communication Research*.
     Rubin, A. M. (2009). Uses and gratifications: An evolving perspective of media effects.
           In R. L. Nabi & M. B. Oliver (Eds.) *The Sage handbook of media processes and
           effects* (pp. 147-159). Thousand Oaks, CA: Sage.

  b. Recommended
     Garrett, R. K., & Stroud, N. J. (2014). Partisan paths to exposure diversity: Differences
           in pro- and counterattitudinal news consumption. *Journal of Communication,
           64*, 680-701.

  c. Additional
     Knobloch-Westerwick, S., (2015). *Choice and preference in media use: Advances in
           selective exposure theory and research*. New York: Routledge.

October 29: Media Effects, classic approaches
  a. Required
     Nabi, R. L., & Oliver, M. B. (2010). Mass media effects. In C. R. Berger, M. E. Roloff, &
           D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; pp.
           255-271). Thousand Oaks, CA: Sage Publications.
     Slater, M. D. (2015). Reinforcing spirals model: Conceptualizing the relationship
           between media content exposure and the development and maintenance of
           attitudes. *Media Psychology, 18*, 370-395.

  b. Recommended
     DeWall, C. N., Anderson, C. A., & Bushman, B. J. (2011). The general aggression model:
           Theoretical extensions to violence. *Psychology of Violence, 1*, 245-258.

  c. Additional
     Bandura, A. (2001). Social cognitive theory of mass communication. *Media Psychology,
           3*, 265-299.
     Bryant, J., & Oliver, M. B. (Eds.) (2009). *Media effects: Advances in theory and research*
           (3rd ed.). New York: Routledge.
     Morgan, M. (2009). Cultivation analysis and media effects. In R. L. Nabi & M. B. Oliver
           (Eds.) The Sage handbook of media processes and effects (pp. 69-82). Thousand
           Oaks, CA: Sage.
     Nabi, R. L., & Oliver, M. B. (Eds.) (2009). *The Sage handbook of media processes and
           effects*. Thousand Oaks, CA: Sage.

Pajares, F., Prestin, A., Chen, J., & Nabi, R. L. (2009). Social cognitive theory and media effects. In R. L. Nabi & M. B. Oliver (Eds.) The Sage handbook of media processes and effects (pp. 193-204). Thousand Oaks, CA: Sage.

November 3: Media effects, newer work
   a. Required
   Cohen, J. (2009). Mediated relationships and media effects: Parasocial interaction and identification. In R. L. Nabi & M. B. Oliver (Eds.) *The Sage handbook of media processes and effects* (pp. 223-236). Thousand Oaks, CA: Sage.
   Valkenburg, P. M., Peter, J. (2013). The differential susceptibility to media effects model. *Journal of Communication, 63*, 221-243.

   b. Recommended
   Brown W. J. (2015). Examining four processes of audience involvement with media personae: Transportation, parasocial interaction, identification, and worship. *Communication Theory, 25*, 259-283.
   Moyer-Guse, E. (2015). Extending the examination of audience involvement with media personae: Response to Brown. *Communication Theory, 25*, 284-289.

   c. Additional
   Tal-Or, N., Tsfati, Y., & Gunther, A. C. (2009). The influence of presumed media influence: Origins and implications of the third-person perception. In R. L. Nabi & M. B. Oliver (Eds.) *The Sage handbook of media processes and effects* (pp. 99-112). Thousand Oaks, CA: Sage.

November 5: Entertainment
   a. Required
   Klimmt, C., & Vorderer, P. (2010). Media entertainment. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; pp. 345-361). Thousand Oaks, CA: Sage Publications.
   Slater, M. D., Johnson, B. K., Cohen, J., Comello, M. L., & Ewoldsen, D. R. (2014). Temporarily expanding the boundaries of the self: Motivations for entering the story world and implications for narrative effects. *Journal of Communication, 64,* 439-455.

   b. Recommended
   Hartmann, T. (2011). Not so moral moral responses to media entertainment? A response to Arthur A. Raney. *Journal of Media Psychology, 23*, 24-28.
   Oliver, M. B., & Bartsch, A. (2011). Appreciation of entertainment: The importance of meaningfulness via virtue and wisdom. *Journal of Media Psychology, 23*, 29-33.
   Raney, A., A. (2011). The role of morality in emotional reactions to and enjoyment of media entertainment. *Journal of Media Psychology, 23*, 18-23.
   Tamborini, R. (2011). Moral intuition and media entertainment. *Journal of Media Psychology, 23*, 39-45.

Vorderer, P. (2011). What's next? Remarks on the current vitalization of entertainment theory. *Journal of Media Psychology, 23*, 60-63.

c. Additional

Bryant, J., & Vorderer, P. (Eds.) (2006). *Psychology of entertainment*. Mahwah, NJ: Lawrence Erlbaum Associates.

Oliver, M. B. (2009). Entertainment. In R. L. Nabi & M. B. Oliver (Eds.) *The Sage handbook of media processes and effects* (pp. 161-175). Thousand Oaks, CA: Sage.

November 10: Risk communication

a. Required

Turner, M. M., Skubisz, C., & Rimal, R. N. (2011). Theory and practice in risk communication: A review of the literature and visions for the future. In T. L. Thompson, R. Parrott, & J. F. Nussbaum (Eds.), T*he Routledge handbook of health communication* (2nd ed.; pp. 146-164). New York: Routledge.

Galarce, E. M., Romanadhan, S., & Viswanath, K. (2011). Health information seeking. In T. L. Thompson, R. Parrott, & J. F. Nussbaum (Eds.), *The Routledge handbook of health communication* (2nd ed.; pp. 167-180). New York: Routledge.

b. Recommended

Hovick, S. R., Kahlor, L., & Liang, M.-C. (2014). Personal cancer knowledge and information seeking through PRISM: The planned risk information seeking model. *Journal of Health Communication, 19*, 511-527

Hovick, S. R., Liang, M.-C., & Kahlor, L. (2014). Predicting cancer risk knowledge and information seeking: The role of social and cognitive factors. *Health Communication, 29*, 656-668.

c. Additional

Slovic, P. (Ed.) (2001). *The perception of risk.* London: Earthscan Publications.

November 12: Interpersonal Health Communication

a. Required

Cegala, D. J., & Street, R. L., Jr. (2010). In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science* (2nd ed.; pp. 401-417). Thousand Oaks, CA: Sage Publications.

Sharf, B. F., Harter, L. M., Yamasaki, J., & Haidet, P. (2011) Narrative turns epic: Continuing develops in health narrative scholarship. In T. L. Thompson, R. Parrott, & J. F. Nussbaum (Eds.), *The Routledge handbook of health communication* (2nd ed.; 36-51). New York: Routledge.

b. Recommended

Babrow, A. S., & Mattson, M. (2011). Building health communication theories in the 21st century. In T. L. Thompson, R. Parrott, & J. F. Nussbaum (Eds.), The

Routledge handbook of health communication (2nd ed.; 18-35). New York: Routledge.

   c.   Additional

Hamilton, H. E., & Chou, W. S. (Eds.) (2014). *The Routledge handbook of language and health communication*. New York: Routledge.

Thompson, T. L., Parrott, R., & Nussbaum, J. F. (Eds.), *The Routledge handbook of health communication* (2nd ed.). New York: Routledge.

November 17: Health Communication – fear appeals

   a.   Required

Mongeau, P. A. (2013). Fear appeals. In J. P. Dillard & L. Shen (Eds.), *The Sage handbook of persuasion: Developments in theory and practice* (2nd ed.; pp. 184-199). Thousand Oaks, CA: Sage.

Witte, K. (1992). Putting the fear back into fear appeals: The extended parallel process model. *Communication Monographs, 59*, 329-349.

   b.   Recommended

Popova, L. (2012). The Extended Parallel Process Model Illuminating the Gaps in Research. *Health Education & Behavior, 39*, 455-473.

Rhodes, N. (in press). Fear appeal messages: Message processing and affective attitudes. *Communication Research*.

   c.   Additional

Janz, N. K., & Becker, M. H. (1984). The health belief model: A decade later. *Health Education Quarterly, 11*, 1-47.

Maddux, J. E., & Rogers, R. W. (1983). Protection motivation and self-efficacy: A revised theory of fear appeals and attitude change. *Journal of Experimental Social Psychology, 19*, 469-479.

Roskos-Ewoldsen, D., Yu, H. J., & Rhodes, N. (2004). Fear appeal messages effect accessibility of attitudes toward the threat and adaptive behaviors. *Communication Monographs, 71*, 49-69.

November 19: Health Communication – campaigns

   a.   Required

Rice, R. (2009). Diffusion of innovations: Theoretical extensions. In R. L. Nabi & M. B. Oliver (Eds.) *The Sage handbook of media processes and effects* (pp. 489-503). Thousand Oaks, CA: Sage.

Slater, M. D. (1999). Integrating application of media effects, persuasion, and behavior change theories to communication campaigns: A stages-of-change framework. *Health Communication, 11*, 335-354.

Slater, M. (2002). Involvement as goal-directed strategic processing: Extending the Elaboration Likelihood model. In J. P. Dillard & M. Pfau (Eds.), *The handbook of*

persuasion: Developments in theory and practice (pp. 175-194). Thousand
Oaks, CA: Sage.

    b. Recommended

Moyer-Guse, E. (2008). Toward a theory of entertainment persuasion: Explaining the
persuasive effects of entertainment-education messages. *Communication
Theory, 18*, 407-425.

    c. Additional

Bilandzic, H., & Busselle, R. (2013). Narrative persuasion. In J. P. Dillard & L. Shen
(Eds.), *The Sage handbook of persuasion: Developments in theory and practice*
(2nd ed.; pp. 200-219). Thousand Oaks, CA: Sage.

Rogers, E. M. (2003). *Diffusion of innovations* (5th Ed). New York: Free Press.

Singhal, A., Cody, M. J., Rogers, E. M., & Sabido, M. (Eds.) (2004). *Entertainment-
education and social change: History, research, and practice*. Mahwah, NJ:
Lawrence Erlbaum Associates.

December 1: Political communication – psychological theories

    a. Required

Bennett, W. L., & Iyengar, S. (2008). A new era of minimal effects? The changing
foundations of political communication. *Journal of Communication, 58*, 707-
731.

Benoit, W. L., & Holbert, R. L. (2010). Political communication. In C. R. Berger, M. E.
Roloff, & D. R. Roskos-Ewoldsen (Eds.), *Handbook of communication science*(2nd
ed.; pp. 437-452). Thousand Oaks, CA: Sage Publications.

    b. Recommended

Coronel, J. C., Duff, M. C., Warren, D. E., Federmeier, K. D., Gonsalves, B. D., Tranel, D., &
Cohen, N. J. (2012). Remembering and voting: Theory and evidence from
amnesic patients. *American Journal of Political Science, 56*, 837-848.

Eveland, W. P., & Garrett, R. K. (in press). Communication modalities and political
knowledge. In K. Kenski & K. H. Jamieson (Eds.), *The Oxford handbook of
political communication*.

Holbert, R. L., Garrett, R. K., & Gleason, L. S. (2010). A new era of minimal effects? A
response to Bennett & Iyengar. *Journal of Communication, 60*, 15-34.

Holt, L. F., & Major, L. H. (2010). Frame and blame: An analysis of how national and
local newspapers framed the Jena Six controversy. *J&MC Quarterly, 87*, 582-
597.

    c. Additional

Kenski, K., & Jamieson, K. H. (Eds.) (in press). *The Oxford handbook of political
communication*.

McCombs, M. (2014). *Setting the agenda* (2nd ed.). Cambridge: Polity.

Roskos-Ewoldsen, D. R., & Roskos-Ewoldsen, B. (2009). Current research in media priming. In R. L. Nabi & M. B. Oliver (Eds.) *The Sage handbook of media processes and effects* (pp. 177-193). Thousand Oaks, CA: Sage.

Scheufele, D. A., & Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. *Journal of Communication, 57*, 9-20.

December 3: Political communication – sociological approaches

   a. Required

Entman, R. M. (2004). Projecting power in the news (Chapter 1). In *Projections of power: Framing news, public opinion and U.S. foreign policy* (pp. 1-28). Chicago: University of Chicago Press.

Feldman, L. (in press). The hostile media effect. In K. Kenski & K. H. Jamieson (Eds.), *The Oxford handbook of political communication*.

   b. Recommended

Bond, R., & Messing, S. (2015). Quantifying social media's political space: Estimating ideology from publicly revealed preferences on Facebook. *American Political Science Review, 100*, 62-78.

Nisbet, E. C., Coopert, K. E., & Garrett, R. K. (2015). The partisan brain: How dissonant science messages lead conservatives and liberals to (dis)trust science. *The ANNALS of the American Academy of Political and Social Science, 658*, 36-66

   c. Additional

Shoemaker, P. J., & Vos, T. P. (2009). *Gatekeeping theory*. New York: Routledge.

Donsback, W., Solmon, C. T., & Tsfati, Y. (2014). *The spiral of silence: New perspectives on communication and public opinion*. New York: Routledge.

December 8: Dynamics

   a. Required

Lang, A. (2014). Dynamic Human-centered communication systems theory. *The Information Society, 30*, 60-70.

Lang, A., & Ewoldsen, D. (2010). Beyond effects: Conceptualizing communication as dynamic, complex, nonlinear, and fundamental. In S. Allan (Ed.), *Rethinking communication* (pp. 109-120). Cresskill, NJ: Hampton Press.

   b. Recommended

Lang, A., (2013). Discipline in crisis? The shifting paradigm of mass communication research. *Communication Theory, 23*, 10-24.

Perloff, R. M. (2013). Progress, paradigms, and a discipline engaged: A response to Lang and reflections on media effects research. *Communication Theory, 23*, 317-333.

   c. Additional

Wang, Z., Irwin, M., Cooper, C., & Srivastava, J. (2015). Multidimensions of media multitasking and adaptive media selection. *Human Communication Research, 41*, 102-127.