Regent University Mission Statement:
Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a Biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

School of Communication & the Arts Mission Statement:
To prepare emerging and established Christian leaders to inspire, enrich and transform the media, the arts, and the academy through excellence and innovation in scholarship and practice.

Course Syllabus

School of Communication & The Arts
Department of Strategic Communication & Journalism

COM 705-02
Advanced Communication Theory
Spring 2013
Course Type: Distance

Meeting Location: Online
Meeting Time: By Appointment

Course Instructor: Dr. Terilyn J. Goins (Doc G)

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.
SECTION 1 – COURSE OVERVIEW

INSTRUCTOR INFORMATION:
Instructor: Dr. Terilyn J. Goins (Doc G)
Telephone: 757-352-4221
Fax: 757-352-4291
E-mail: tgoins@regent.edu

Place this in the subject line of your email: LastName_FirstName_COM705-02.

Note: All students are required to keep their mailing address, e-mail address, and telephone numbers up to date in GENISYS to facilitate communication between instructors and students.

Office Hours: by appointment
Office Location: online
Best time to contact me: anytime via email

SHORT BIO
My B.S., M.A. and Ph.D. are all in the field of Communication Studies and I have been a professor for the past 22 years. I have been with Regent since 2009. Prior to that, I was a full time professor at Christopher Newport University for 16 years, 13 in Communication Studies and three in Leadership Studies, and I served as the chair of Communication Studies for three years. My primary research interests are in the scholarship of teaching and gender communication. I’m particularly interested in the way we frame our reality through our language and ways in which our culture defines women and men based on their biological rather than psychological makeup.

COURSE DESCRIPTION
Advanced Communication Theory (3) An interdisciplinary examination of the most current Theories, scholarship, publish research and trends and issues in all areas of communication and the arts field.

RATIONALE/COURSE OVERVIEW
The purpose of this course is to provide doctoral students with a structured forum for examining communication theory and research and the development of this field of study. The course will encourage an interdisciplinary approach to studying the theories, research, issues, and published works of contemporary scholars who have contributed much to this area of study. While it is impossible in one course to study and discuss all the current theoretical positions relevant to the field, we will critically review most of the emergent theoretical perspectives.

Theme Scripture:
Romans 1:20 For since the creation of the world God’s invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that people are without excuse.
INTEGRATION OF FAITH

The creative energy that called the world into existence is the word of God. This word imparts power; it begets life. Every command is a promise; accepted by the will, received into the soul, it brings with it the life of the Infinite One. It transforms the nature and recreates the soul in the image of God. ~E. G. White

Every truth known to humankind is God’s truth; apart from God, truth does not exist. As Christ followers, we have a responsibility to not only seek knowledge, but to recognize the foundations upon which knowledge is based. 2 Timothy 2:15 issues this charge, Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth.

Integration of faith and learning into the educational environment goes much deeper than speaking words of prayer or engaging in a daily devotional. It is the understanding that all we are, all we think, all we say, all we do, and all we aspire to be derives from who we are in Christ. As we explore the philosophical underpinnings of the human communication process, we simultaneously discover the inextricable links between God’s design, our pursuit of knowledge, and revelations of truth. These words from Our World Belongs to God: a Contemporary Testimony convey well the essence of the faith and learning endeavor:

The rule of Jesus Christ covers the whole world.
To follow this Lord
Is to serve Him everywhere,
Without fitting in,
As light in the darkness,
As salt in a spoiling world.

As we engage in our educational endeavors, we are called to further the kingdom of God. As we come to understand and integrate the truth of our faith and knowledge into our own lives, we are to convey that truth to those in need of Christ. As Matthew 5:13-16 says,

You are the salt of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled underfoot. You are the light of the world. A city on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

SECTION 2 – COURSE EXPECTATIONS

COURSE OUTCOMES

Upon completion of this course, students should be able to:

- Demonstrate knowledge about and ability to describe current issues in communication theory.
• Provide a critical response, including strengths and weaknesses, to given communication theories.
• Explain the underlying philosophical structures or worldviews of given communication theories.
• Develop critical and analytical skills regarding communication theories.
• Conceptualize and undertake a research project addressing a significant communication theory.
• Provide the historical context of the development of selected communication theories.

REQUIRED MATERIALS
Students are responsible for acquiring the following books and materials for this course before the first class meeting:


Note: The School has partnered with the Regent Bookstore to have textbooks available for purchase for all students, including distance students. Items may be ordered using the secured online catalog found at www.regentbookstore.net.

• Daily access to the Internet and email
• Microsoft Office (Word, Excel, PowerPoint, etc.) version 2007 or later.
• The latest version of a web browser compatible with Blackboard and media players. For assistance, visit the links provided in the Helpful Resources section of the course in Blackboard or contact IT Helpdesk via their website, phone at 757-352-4076, or email helpdesk@regent.edu.
• Additional materials (e.g., PowerPoint files, quizzes, media, and the like) may be provided via Blackboard. Students are responsible for the information and materials distributed in class and on Blackboard (see “Use of Blackboard” below for more information).
• Understand and adhere to the Regent Honor Code found in the Student Handbook. A persistent link can also be found in Blackboard’s “RU Resources” tab.

Recommended Course Materials:
Guilford Press.

- Other resources such as writing style guides, Blackboard tutorials, University policies, IT Helpdesk, and information may be accessed via the “RU” and “Helpful Resources” tabs in Blackboard as well as in the Helpful Resources section of this course.

USE OF BLACKBOARD
Blackboard will be used to aid communication and delivery of extemporaneous and other content as the semester progresses. We may also utilize the Discussion Board to extend our in-class discussions. Participation in Blackboard does not supplant course requirements for attendance or class participation. Therefore, while access to and use of Blackboard is required for this course, it should not be seen as a surrogate for class attendance or other course requirements. Also, please keep the following in mind:

- All discussion posts should be scholarly in nature and respectful of colleagues.
- Students are expected to check the Announcements section of Blackboard each week beginning one week before the start of the course.
- Students must keep their e-mail address current in Genisys in order to receive communications from Blackboard and the instructor. Students are expected to check their Regent e-mail daily to ensure timely receipt of messages from the professor.

ATTENDANCE AND PARTICIPATION
Attendance and active participation is required in order to complete this course.
Each week you are required to read the assigned chapters in one of the texts (whichever is assigned for the week) and you are to select a theory to investigate. You will then research the theory by reading three or four additional sources (peer reviewed journals only) and writing a brief response (two to three pages – page limit strictly enforced). Write up your research using APA style.

In your response you should:

1. **Review** the major concepts and elements of the theory as found in the articles and/or books you read; (about 1/3 of the paper)
2. **Analyze** the strengths and weaknesses of the theory based on the articles you read (use the power of reason and logic); (about 1/3 of the paper)
3. Comment on how this theory and the articles you read **integrate** into what you know about communication and communication theory. (about 1/3 of the paper)
4. **Support** your review with course content, peer reviewed journals, and Scripture

After writing your response, present the paper to your faculty and course mates on Blackboard by 11:59 pm on Thursday of the week the assignment is due. This will give other students time to read and respond to your paper. You will have until Monday 11:59 pm of the following week to respond to the other class members’ papers.

Each student must read each paper and issue two response posts. The first response should raise a question on the paper and its content; and the second should make a doctoral level comment on the paper and its content. You are required to respond to at least two papers each week, but you are allowed to respond to more if you so choose. The author of each paper will then respond to the question(s) raised in the first response post. You will not be graded on the individual papers, but these assignments will be included in the class participation section of the grading. I will from time to time give feedback on the quality of your work with regard to these assignments, but will evaluate the total of your responses.

Furthermore, I will post one to three questions each week for you to consider and comment on. You are required to comment on each of these questions and respond to at least two people’s posts. Your initial responses must integrate Scripture and course content and I encourage you to do the same for your response posts.

**Note:** International students should consult the [Office of International Student Services](#) before registering for a Distance or Modular course.

**SUBMISSION OF ASSIGNMENTS**

Unless otherwise instructed, all assignments for this course must be submitted via the “Assignment Link” found in Blackboard. All files should be submitted using the following naming convention:

YourName_AssignmentName (e.g. John Smith_Essay 1)

- Papers should be in MS Word format (.doc) compliant with the APA writing style guide.
The assignments for this course will consist of a series of ten short papers. I know that some students believe that more words are better, but please adhere to the word restrictions. If you find yourself going over, edit the paper until you are in the proper range. Learning to “write short” is a valuable skill.

These papers often require you to summarize your learning. Make sure you cite sources prolifically, but be sure to paraphrase as much as possible. Learning takes place more efficiently when you know how to put another’s ideas in your own words. Rearranging clauses in a sentence or adding a word here and there does not constitute paraphrasing – but, rather, constitutes plagiarism. Here is a good web page to read on paraphrasing: http://owl.english.purdue.edu/owl/resource/619/01/

You may complete these papers as quickly as you like, but they must be submitted in the order indicated. Please pay attention to the quality of your submission. I expect these short papers to meet the same quality standard for writing that I would expect from any graduate-level research paper.

Read all assignments carefully. Papers are required to contain certain elements, and your papers must conform to the assignment in order for you to receive a passing grade on the papers.

All essays written for this class must be double-spaced, formatted with Times New Roman, 12 point font, 1” margins all around, and adhere to the Publication Manual of the American Psychological Association (APA, 6th ed.) I am a stickler when it comes to structure, so please adhere to these organizational guidelines:

I. Introduction
   a. Get attention
   b. State thesis (one concisely stated declarative sentence that encompasses the essence of your essay – answers the question of what is being discussed)
   c. Preview specifically what you will discuss in the body of your essay – answers the question of how you will address the content (i.e., first, second, third, etc.).

II. Body
   a. Discuss previewed point one
      i. Transition to point two – tie together points one and two
   b. Discuss previewed point two
      i. Transition to point three – tie together points two and three
   c. Discuss previewed point three
      i. Transition to conclusion

III. Conclusion
   a. Review what you’ve discussed
   b. Restate thesis
   c. Offer concluding remarks for further consideration

I expect you to use headings and subheadings in your essays. So, at the least, you will have four headings, as noted above (i.e., three previewed points and conclusion), and whatever
subheadings are appropriate to the content discussed in the body of your paper (e.g., Heading: Feminist Critique of Biblical Language; subheading: Biblical references of women). Follow APA guidelines for heading format.

Additionally, I expect you to use gender inclusive rather than exclusive language in your writing. You can do this in one of three ways:

1. Use plurals – preferred method
2. Use she/he, he/she – least recommended

Finally, EVERY written assignment, to include the weekly theory papers, must integrate support from three areas: Scripture, course material, and external scholarly research in the form of scholarly peer reviewed journals.

NOTE: In APA, you should not have headings labeled “Introduction” or “Body.”

Unless otherwise stated in Blackboard, no assignment will be accepted if submitted via any method other than Blackboard. Assignments are due no later than 11:59 pm on Sunday. It is recommended that students give themselves a buffer of time before the deadline to allow for trouble-shooting should your upload attempt fail. Students should look at the assignment submission page to verify that the submission was successful.

Late Assignments
While you may complete your papers as early as you like, all scheduled written assignments are due by 11:59 PM Eastern Standard Time by the deadline dates indicated on the syllabus. All assignments turned in after that time will be considered late. All late assignments will receive a deduction of one letter grade. No work will be accepted four days after the deadline. Late assignments will be graded without comment – if you are looking for feedback, please submit your work on time

Extensions
Unless stated by the professor, all assignments are due no later than the date stated in the syllabus. Late assignments will be graded down one letter grade unless the student has an approved extension. Except in cases of emergency, requests for extensions must be made to the instructor, at least twenty-four hours before the assignment is due. Be prepared to defend your reason as to why you need the extension.

NOTE: Technical difficulties when submitting to Blackboard will not be accepted unless documented by the IT Help Desk. The IT Help Desk is your first point of contact for problems with Blackboard. Deadline extensions will be allowed only when a system issue occurring on Blackboard’s side is documented by Regent University IT department.

METHOD OF EVALUATION
The final grade for the course will reflect mastery of course content and quality of thought as expressed in:
Class Participation (as noted above)

Assignment 1

Event Analysis
Choose an interesting communication event for close observation. Considering theories from Littlejohn & Foss, choose a theory you believe applies to the communication event and use that theory to describe and explain your observations. Evaluate the theory in terms of how well it works and its apparent validity and reliability as exhibited in the communication event.

Steps:

1. Choose an event you can observe closely that will take place in the month of January. Please let me know what you’re going to observe.
2. Before observing the event, review the Littlejohn & Foss text, including chapters we have yet to cover that may include useful theories for you to use. Choose two or three theories that you think might apply best. Then review additional literature to get a better understanding of the theories on your short list. You might want to start with the works that Littlejohn & Foss cite -- see the selected bibliography that starts on p. 350 for references. Also search for more recent cites.
3. Participate in and/or observe the event carefully. Plan some time immediately after the event to take notes on what you observed.
4. Choose the best theory.
5. Write the paper within one week of observing the event (while your memory is still fresh!).

Sections of Content:

1. Introduction – Describe your event and discuss why it was theoretically interesting. Make sure you state a thesis, and preview what you will be covering in the rest of the paper.
2. Relevant theories – Identify the theories you chose for your “short list” and explain your choices.
3. Event description – Describe what happened, including information about the context, environment, people involved, communication that took place and the event itself.
4. Theory selection – Identify which theory best fit the event and explain why. Discuss reasons why the theory you chose was a better fit than your other options. Explain the theory.
5. Theory evaluation – Discuss the theory’s strengths/weaknesses in helping you to observe, describe and explain the event. Discuss ways in which the theory might/might not help you predict similar future events. Explain why it would/would not be helpful.
6. Critique – Describe the limitations of your observation. Describe the limitations of the theory. Identify ideas for further research and theory-building that arise as a result of the theoretical limitations.
7. Conclusion – Summarize the theory as applied to your communication event. Restate your thesis. Close with something interesting.
Note: You may write this paper in first person. Remember to integrate required areas of support from course content, peer reviewed journals, and Scripture for a spiritual application.

(Assignment idea borrowed by permission of author, Tom Kelleher, Ph.D.)

Assignment 2


Each critical book review should include the following:
1. A review of the major points made in the book.
2. A critical analysis of the major points made in the book.
3. A discussion of how the information in the book integrates into what we already know about the field of communication and the world in general.

Make sure to follow the structural guidelines and integrate support from course content, peer reviewed journal articles, and Scripture.

Include at the end of the critical review or abstract two discussion questions.

Assignment 3

Write a paper on or using an identifiable communication theory for submission to an academic journal or conference. The paper must be in APA style and should be written for a particular journal or conference. If you write your paper for an academic journal, be sure to check the and see if the editors of the journal have placed a limit on the number of pages you may submit for publication consideration. If there are no requirements as to the length of the paper, you are free to write up to 25 pages; otherwise, adhere to the journal guidelines (the guideline documentation must be included with your paper). Either original research or a critical analysis of a theory is acceptable for this assignment but it must be written for publication in a communication journal or for presentation at a specific communication conference (call for papers must be included with your paper).

Grading

1. Class participation 30%
2. Assignment 1 10%
3. Assignment 2 10%
4. Assignment 3 50%

Total 100%
Grading Rubric
The following grading scale will be used (Note: this is probably a different scale than you are used to so please pay careful attention to how you might achieve your goal grade):

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<th>Grade</th>
<th>Percentage Score</th>
<th>Quality Points</th>
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<td>96-100</td>
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<tr>
<td>A-</td>
<td>93-95</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>90-92</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>85-89</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>81-84</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>78-80</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>75-77</td>
<td>2.00</td>
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<tr>
<td>C-</td>
<td>71-75</td>
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<tr>
<td>D+</td>
<td>68-70</td>
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SECTION 3 – SCHEDULE AND EVALUATION

COURSE SCHEDULE

The schedule below includes the due dates for all assignments in this course. It is recommended that you place this Course Schedule in a convenient place and refer to it each week of the course. You need to follow it closely, as late assignments may be subject to a grade reduction.

Monday marks the beginning of the week for this course. Therefore, unless otherwise stated in Blackboard, assignments for each week must be submitted no later than Sunday, 11:59 pm (EST) of each week (with the exception of the weekly papers, which are due on Thursday every week, and responses are due by Monday each week).

Week 1: January 7 to January 13
  - Introductions
  - Readings
  - Discussion Boards
  - Select event for observation

Week 1: January 14 to January 20
  - Readings
  - Discussion Boards
Week 3: January 21 to January 27
- Readings
- Discussion Boards

Week 4: January 28 to February 3
- Readings
- Discussion Boards

Week 5: February 4 to February 10
- Readings
- Discussion Boards
- Assignment #1 due February 10

Week 6: February 11 to February 17
- Readings
- Discussion Boards

Week 7: February 18 to February 24
- Readings
- Discussion Boards

Week 8: February 25 to March 3
- Readings
- Discussion Boards

Week 9: March 4 to March 10
- MODULAR WEEK – NO NEW ASSIGNMENTS DUE

Week 10: March 11 to March 17
- Readings
- Discussion Boards
- Assignment #2 due March 17

Week 11: March 18 to March 24
- Readings
- Discussion Boards

Week 12: March 25 to March 31
- Readings
- Discussion Boards

Week 13: April 1 to April 7
- Readings
- Discussion Boards
Week 14: April 8 to April 14
  - Readings
  - Discussion Boards

Week 15: April 15 to April 21
  - Readings
  - Discussion Boards
  - Assignment #3 due April 21

Week 16: April 22 to April 27
  - Readings
  - Discussion Boards
  - Submit revised paper to journal/conference

IMPORTANT DATES:

February 10: Assignment #1 due
March 17: Assignment #2 due
April 21: Assignment #3 due
April 27: Submit revised paper to journal/conference

SECTION 4 – PROGRAM GOALS

SCHOOL OF COMMUNICATION AND THE ARTS MISSION STATEMENT
To prepare emerging and established Christian leaders to inspire, enrich and transform the media, the arts, and the academy through excellence and innovation in scholarship and practice.

PROGRAM GOALS FOR THE DEPARTMENT OF STRATEGIC COMMUNICATION & JOURNALISM.

Ph.D. in Communication
1. **Christian Worldview**: Development of Christian worldview as professionals working in the field of communication study.
2. **Academics**: Exploration of at least a dozen important theories of human communication and of the three common methodological approaches used to conduct communication research.
3. **Christian Community**: Development of Christian community at Regent University through interactions with other Regent University students, faculty and staff.
5. **Global Competence**: Understanding of international and intercultural communication through interactions with international students, communication scholarship, and travel to other countries for teaching, research and ministry.

M.A. in Communication; Major: Strategic Communication
1. **Christian Worldview**: Development of a personal Christian worldview as professionals working in the field of communication with specialization in strategic communication.

2. **Academics**: Exploration of at least a dozen theories of human communication and knowledge of the common methodologies used to conduct communication research.

3. **Christian Community**: Development of Christian community at Regent University through interactions with other Regent University students, faculty and staff.

4. **Mission Impact**: Knowledge of the global implications of technologies used for strategic communication.

5. **Global Competence**: Understanding of international and intercultural communication through interactions with international students, communication scholarship, and travel to other countries for teaching, research and ministry.

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**M.A. in Journalism; Major: Journalism**

1. **Christian Worldview**: Application of biblically-based approaches to the practices of journalism.

2. **Academics**: Exploration of emerging theories, skills and practices of journalism as it pertains to all areas of media and society, with knowledge of the changing forces that influence journalistic media standards and practices.

3. **Christian Community**: Development of Christian community through interactions with other Regent University students, faculty and staff.


5. **Global Competence**: Exploration of the interactive nature of the Internet as it pertains to professional journalistic practices and the media industry, particularly as it intersects with the impact on local and global media communications and community.

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**M.A. in Communication; Major: Cinema-Television**

1. **Christian Worldview**: Biblically-based exploration of the impact of cinema-TV on the audience and/or creators.

2. **Academics**: Sustaining a creative educational experience where students learn through scholarship and the creation of artistic projects that examine and reflect our ever-changing industry.

3. **Christian Community**: Fostering an environment in and out of the classroom that promotes the principles of a Christian community.

4. **Global Competence**: Critically examining through scholarship and creative projects the aesthetics and techniques of artists and artifacts (in film, video, internet, etc.) from various cultures.

5. **Stewardship**: Teaching biblical and professional principles of faithful stewardship through scholarship and practice.

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**SECTION 5 – UNIVERSITY POLICIES**

Students should become familiar with all university policies as outlined in the Student Handbook including:

Regent University, **COM 705** Course Syllabus
Disability services (Note: Requests for accommodation must first be submitted through Disability Services).

Regent Honor Code (as an academic and Christian community, Regent University takes seriously the call for integrity and penalizes breaches of academic integrity.)

Withdrawing from a course or the University

Discipline policies

A link to the Student Handbook can also be found in Blackboard’s “RU Resources” tab along with links to University Library, Student Services, University Bookstore, academic writing assistance resources, and more.

Blackboard’s “Help” tab provides additional resources including:

- Blackboard tutorials
- IT Help Desk contact information

STUDENT COURSE EVALUATION

Students have the opportunity to provide feedback throughout the course through e-mail, telephone, and on-campus appointments. Near the end of the course, students will complete an anonymous online course evaluation form. Since the results contribute to improving course design and presentation, it is important that students be honest and constructive in their evaluations. Please take time to provide this input. Students can access the online evaluation system at:

http://eval.regent.edu/regent/survey/students.cfm

If you have questions about the online evaluation please contact evaluation@regent.edu.

This syllabus is subject to change without notice.

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