COMM 6010: Communication Research and Theory (Introduction to Graduate Studies)
(6:15–8:45 pm, Wednesday, Fall 2015, Hellems 77)

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Introduction to the Course

Welcome to the graduate program in the Department of Communication at the University of Colorado Boulder (CU-Boulder). Being here is an accomplishment of the first degree, as this is a highly selective program and your admission reflects your prior accomplishments and the department's faith in your ability to succeed here. Congratulations!

Communication Research and Theory (CRT; Introduction to Graduate Studies) provides an introduction to: (a) important issues and conversations in the disciplinary study of communication; (b) communication graduate studies—in general and in this department, from the macrolevel of academic philosophies to the microlevel of academic practices (both serious and humorous)—and life in the academy (including contemporary issues as they arise); and (c) department faculty members and areas (discourse & society, organizational communication, and rhetoric). CRT, thus, socializes new MA and PhD students into philosophies, processes, practices, and products associated with the communication discipline, this department, and the academy, and, thereby, aids students to be successful during and after graduate work.

To accomplish course goals, typically, class sessions are divided into three periods/activities: (a) relatively structured discussions of communication disciplinary issues, (b) less structured discussions of (communication) graduate school and academic life issues, and (c) open discussions that create a space for processing day-to-day graduate life experiences. Finally, some class sessions (or portions of them) are devoted to department faculty and staff visits.

Course Schedule and Required Readings

American Psychological Association [APA]. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Please bring the manual to class sessions (see also Citation Machine: http://www.citationmachine.net; Penn State University's APA Quick Citation Guide Resources: https://www.libraries.psu.edu/psul/researchguides/citationstyles/APA_citation.html; and Purdue Owl Online Writing Lab: https://owl.english.purdue.edu/owl/section/2/10).

All required readings noted below in the course schedule are posted on the Desire2Learn (D2L) course website, as are virtually all supplementary readings (see handout), except for listed books. Additional readings and weekly assignments will be added as needed. Class sessions need to remain flexible to accommodate department faculty and staff visits.

August 26   Introduction to the Course, Cohort Members, and Professor

   A. Assignments
      1. Find one source cited that is cited incorrectly (using the sixth edition of the APA publication manual) in this document or in any of the bibliographies that are posted on the course website, and email me (by noon Saturday, August 29) how the citation should be corrected. Send only one correction; if someone already identified it, I will email and ask for another one.
      2. PhD Students: E-mail me by noon Saturday, August 29 your choice of the journal article to use for Your Moment of Zen (see assignments).

September 2   Defining Communication
                      CU-Boulder's (Communication) Graduate Program

   A. Readings
      1. Defining Communication
         Dance, F. E. X. (1970). The "concept" of communication. *Journal of Communication, 20,* 201–210. doi:10.1111/j.1460-2466.1970.tb00877.x
         Dance, F. E. X., & Larson, C. E. (1976). *The functions of human communication: A theoretical approach*. New York, NY: Holt, Rinehart and Winston. (Appendix A: Some definitions of communication)
      2. CU-Boulder's (Communication) Graduate Program
         University of Colorado Boulder, Department of Communication. (2015, September). *2015–2016 handbook of graduate study*. Retrieved from http://comm.colorado.edu/graduate/graduate-department-handbook
         University of Colorado Boulder, Graduate School. (2001). *Graduate school rules*. Retrieved from http://www.colorado.edu/GraduateSchool/policies/_docs/GraduateSchoolRules.pdf

   B. Assignments
      1. Create and tell during class the ending to the following start of a joke: "A communication graduate student walks into a bar . . . ."
      2. Choose or construct, and come prepared to share and defend, a definition of "communication."
      3. Read the CU-Boulder Department of Communication's *2015–2016 Handbook of Graduate Study* and come prepared to ask questions about specific policies and procedures that apply to your program (MA or PhD).
      4. Read the article about Dr. Sara Goldwick-Rab's (University of Wisconsin-Madison) tweets (http://host.madison.com/news/local/writers/steven_elbow/uw-madison-university-committee-no-discipline-for-sara-goldrick-rab/article_30505e5c-a65e-5cfc-

be7e-f20f0034ce8a.html) and come prepared to discuss your position regarding political tweets by university professors (e.g., whether there should be any restrictions on them).

September 9   The Communication Discipline (including Associations and Conventions)
                     College of Media, Communication and Information

  A. Readings
     Keith, W. M. (2008). Speech communication, history of. In W. Donsbach (Ed.), *International encyclopedia of communication* (Vol. 10, pp. 4775–4781). Malden, MA: Wiley-Blackwell.
     Eadie, W. F. (2011). Stories we tell: Fragmentation and convergence in communication disciplinary history. *Review of Communication, 11,* 161–176. doi:10.1080/15358593.2011.57827
     Craig, R. T. (2008). Communication as a field and discipline. In W. Donsbach (Ed.), *International encyclopedia of communication* (Vol. 2, pp. 675–688). Malden, MA: Wiley-Blackwell.
     Donsbach, W. (2006). The identity of communication research. *Journal of Communication, 56,* 437–448. doi:10.1111/j.1460-2466.2006.00294.x
     Hickson, M., III. (2006). Why bother attending conferences? *Communication Education, 55,* 464–468. doi:10.1080/03634520600917632
     Schiappa, E. (2009). Professional development during your doctoral education. Washington, DC: National Communication Association. (Chapter 2: Professional academic organizations)

  B. Assignments
     1. Presentation groups (see assignments) should come prepared to compete in a "historical (pre)communication figures" game of *Jeopardy* (see handout).
     2. Come prepared to discuss the nature and structure of the communication discipline (including relationships between the study of communication and media), and how/where you situate yourself within it.
     3. Look at the other departments in the College of Media, Communication and Information (http://www.colorado.edu/cmci), and come prepared to discuss their relationship to communication and potential opportunities that they create for you as a graduate student (e.g., relevant courses to take and faculty who could serve as committee members).
     4. PhD students: If you are writing a *Communication Teacher* essay (see assignments), read the examples that are posted on the course website and come prepared to discuss writing such an essay.

  C. Rebecca Rice's Moment of Zen: Read and come prepared to discuss the essay:
     Cheney, G. (1983). The rhetoric of identification and the study of organizational communication. *Quarterly Journal of Speech, 69,* 143–158. doi:10.1080/00335658309383643

September 16   Philosophies/Paradigms/Perspectives and/of Communication
                                  (Social) Sciences (Communication) and/vs. Humanities (Rhetoric)
                                  Advisors, Committee Members, and Mentoring

A. Readings
   1. Philosophies/Paradigms/Perspectives and/of Communication; (Social) Sciences (Communication) and/vs. Humanities

Anderson, J. A., & Baym, G. (2004). Philosophies and philosophic issues in communication, 1995–2004. *Journal of Communication, 54,* 589–615. doi:10.1093/joc/54.4.589

Anderson, J. A., & Middleton, M. K. (2015). Epistemological movements in communication: An analysis of empirical and rhetorical/critical scholarship. In P. J. Gehrke & W. M. Keith (Eds.), *A century of communication studies: The unfinished conversation* (pp. 82–108). New York, NY: Routledge.

   2. Advisors, Committee Members, and Mentoring

Waldeck, J. H., Orrego, V. O., Plax, T. G., & Kearney, P. (1997). Graduate student/faculty mentoring relationships: Who gets mentored, how it happens, and to what end. *Communication Quarterly, 45,* 93–109. doi:10.1080/01463379709370054

Buell, C. (2004). Models of mentoring in communication. *Communication Education, 53,* 56–73. doi:10.1080/0363452032000135779

Foss, K. A., & Foss, S. K. (2008). Accomplishing the mission: Creating a partnership with your advisor. In S. Morreale & P. Arneson (Eds.), *Getting the most from your graduate education in communication: A student's handbook* (pp. 59–70). Washington, DC: National Communication Association.

B. Assignments
   1. Come prepared to discuss and defend how you situate yourself with regard to philosophical issues (e.g., ontology, epistemology, and axiology) and the (social) sciences and/vs. humanities (rhetoric) distinction/debate, in particular.
   2. Come prepared to talk about the model(s) of faculty mentoring (see Buell, 2004) that you prefer, as well as best practices in which you intend to engage as a mentee.

C. Moments of Zen
   1. Blake Hallinan: Read and come prepared to discuss the essay:

Lazarsfeld, P. (1941). Remarks on administrative and critical communications research. *Studies in Philosophy and Social Science, 9,* 2–16.

   2. Nathan Bedsole: Read and come prepared to discuss the essay:

Biesecker, B. (1989). Rethinking the rhetorical situation from within the thematic of *différence*. *Philosophy & Rhetoric, 22,* 110–130.

September 23   Communication/Rhetorical Theory and/vs. Application
                        Identity Statements, Plans of Study, and Curriculum Vitae

A. Readings
   1. Communication Theory and/vs Application
      Nastasia, D. I., & Rakow, L. F. (2010). What is theory? Puzzles and maps as metaphors in communication theory. *TripleC, 8,* 1–17. Retrieved from http://www.triple-c.at/index.php/tripleC
      Seibold, D. R. (2008). Applied communication research. In W. Donsbach (Ed.), *The international encyclopedia of communication* (Vol. 1, pp. 189–194). Malden, MA: Wiley-Blackwell.
      Ellis, D. G. (1982, March). The shame of speech communication. *Spectra, 18*(3), 1–2.
      Frey, L. R., & SunWolf. (2009). Across applied divides: Great debates of applied communication scholarship. In L. R. Frey & K. N. Cissna (Eds.), *Routledge handbook of applied communication research* (pp. 26–54). New York, NY: Routledge.
      Keyton, J., Bisel, R. S., & Ozley, R. (2009). Recasting the link between applied and theory research: Using applied findings to advance communication theory development. *Communication Theory, 19,* 146–160. doi:10.1111/j.1468-2885.2009.01339.x
   2. Identity Statements, Plans of Study, and Curriculum Vitae
      Schiappa, E. (2009). *Professional development during your doctoral education.* Washington, DC: National Communication Association. (Chapter 3: Your research identity and Chapter 4: Putting together your CV)

B. Assignments
   1. Come prepared to define the word "theory."
   2. Identify a communication theory that has served you well in life and come prepared to discuss its strengths and weaknesses.
   3. Come prepared to discuss the potential applied value of your future communication research in terms of messages that you might promote and audiences that you would want to reach.
   4. PhD Students: Look at the identity statements, plans of study, and curriculum vitae posted on the course website, and come prepared to ask questions about that assignment (due October 7).

C. Moments of Zen
   1. Elisa Varella: Read and come prepared to discuss the essay:
      Craig, R. (1999). Communication theory as a field. *Communication Theory, 9,* 119–161. doi:10.1111/j.1468-2885.1999.tb00355.x
   2. Tajshen Campbell: Read and come prepared to discuss the essays:
      Eadie, W. F. (1990). Being applied: Communication research comes of age [Special issue]. *Journal of Applied Communication Research,* 1–6.
      Eadie, W. F. (1994). On having an agenda. *Journal of Applied Communication Research, 22,* 81–85. doi:10.1080/00909889409365388

September 30   Engaged Communication Activist Scholarship for Social Change and Justice
                      Topic Selection (especially for Theses and Dissertations)

   A. Readings
      Eschenfelder, B. (2011). Lessons about engaged communication scholarship: I heard it
         through the grapevine. *Florida Communication Journal, 34,* 37–54.
      Frey, L. R. (2009b). What a difference more difference-making communication
         scholarship might make: Making a difference from and through communication
         research. *Journal of Applied Communication Research, 37,* 205–214.
         doi:10.1080/00909880902792321
      Frey, L. R. (2009a). Social justice. In S. W. Littlejohn & K. A. Foss (Eds.), *Encyclopedia
         of communication theory* (Vol. 2, pp. 908–911). Thousand Oaks, CA: Sage.
      Frey, L. R. (2006). Across the great divides: From nonpartisan criticism to partisan
         criticism to applied communication activism for promoting social change and social
         justice. In O. Swartz (Ed.), *Social justice and communication scholarship* (pp. 35–51).
         Mahwah, NJ: Lawrence Erlbaum.
      Hartnett, S. J. (2010). Communication, social justice, and joyful commitment. *Western
         Journal of Communication, 74,* 63–93. doi:10.1080/10570310903463778

   B. Norell Bond's Moments of Zen: Read and come prepared to discuss the essay:
      Campbell, K. K. (1973). The rhetoric of women's liberation: An oxymoron. *Quarterly
         Journal of Speech, 59,* 74–86. doi:10.1080/00335637309383155

October 7   Rhetoric Faculty Member Visits

   A. Readings
      1. (6:15–7:15): Lisa Flores, Phaedra Pezzullo, and Ted Striphas
         Flores, L. (in press). Choosing to consume: Race, education, and the school voucher
            debate. In A. T. Demo, J. L. Bordo, & C. H. Krolokke (Eds.), *The motherhood
            business: Consumption, communication, and privilege*. Tuscaloosa: University of
            Alabama Press.
         Pezzullo, P. C. (2011). Contextualizing boycotts and buycotts: The impure politics of
            consumer-based advocacy in an age of global ecological crises. *Communication
            and Critical/Cultural Studies, 8,* 124–145. doi:10.1080/14791420.2011.566276
         Striphas. T. (in press). Culture. In B. Peters (Ed.), *Digital keywords*. Princeton, NJ:
            Princeton University Press.
      2. (7:30–8:30): John Ackerman, Laurie Gries, and Pete Simonson
         Ackerman, J. (2010). Rhetorical engagement in the cultural economies of cities. In J.
            Ackerman & D. J. Coogan (Eds.), *The public work of rhetoric: Citizen-scholars
            and civic engagement* (pp. 76–97). Tuscaloosa: University of Alabama Press.
         Gries, L. E. (2013). Iconographic tracking: A digital research method for visual rhetoric
            and circulation studies. *Computers and Composition, 30,* 332–348.
            doi:10.1016/j.compcom.2013.10.006
         Simonson, P. (2014). Reinventing invention, again. *Rhetoric Society Quarterly, 44,*
            299–322. doi:10.1080/02773945.2014.938862

October 14   Discourse & Society Faculty Member Visits

   A. Readings
     1. 6:15–7:15: David Bormisza-Habashi and Cindy White
        Boromisza-Habashi, D., & Parks, R. M. (2014). The communal function of social
             interaction on an online academic newsgroup. *Western Journal of Communication,
             78,* 194–212. doi:10.1080/10570314.2013.813061
        White, C. H., & Malkowski, J. (2014). Communicative challenges of bystander
             intervention: Impact of goals and message design logic on strategies college
             students use to intervene in drinking situations. *Health Communication, 29,* 93–
             104. doi:10.1080/10410236.2012.721335
     2. 7:30–8:30: Robert Craig, Leah Sprain, and Karen Tracy
        Craig, R. T. (2013). Communication theory and social change. *Communication &
             Social Change, 1,* 5–8.
        Sprain, L., Carcasson, M., & Merolla, A. J. (2014). Utilizing "on tap" experts in
             deliberative forums: Implications for design. *Journal of Applied Communication
             Research, 42,* 150–167. doi:10.1080/00909882.2013.859292
        Tracy, K. (in press). *Discourse, identity, and social change in the marriage equality
             debates.* New York, NY: Oxford University Press. (Introduction and Chapter 7)

October 21   Group 1 Presentation: Communication Graduate School/Education:
                       Everything You wanted to know but were Afraid to Ask?
                    Communication Education and Teaching

   A. Readings
     1. Group 1 Presentation: Communication Graduate School/Education
        Ellis, C. (2011). Jumping on and off the runaway train of success: Stress and committed
             intensity in an academic life. *Symbolic Interaction, 34,* 158–172.
             doi:10.1525/si.2011.34.2.158
        Turman, P. D. (2001). Central States Outstanding Teaching Award winners "learn to
             play the game:" Recommendations for being successful as a graduate teaching
             assistant. *Communication Studies, 52,* 266–271. doi: 10.1080/10510970109388562
     2. Communication Education and Teaching
        Morreale, S. P., & Pearson, J. C. (2008). Why communication education is important:
             The centrality of the discipline in the 21st century. *Communication Education, 57,*
             224–240. doi:10.1080/03634520701861713
        Rawlins, W. K. (2000). Teaching as a mode of friendship. *Communication Theory, 10,*
             5–26. doi:10.1111/j.1468-2885.2000.tb00176.x
        Frey, L. R., & White, A. (2012). Promoting personal, interpersonal, and group growth
             through positive experiential encounter communication pedagogy. In T. J. Socha &
             M. J. Pitts (Eds.), *The positive side of interpersonal communication* (pp. 297–312).
             New York, NY: Peter Lang.
        Frey, L. R., & Palmer, D. L. (2014). Introduction: Teaching communication activism. In
             L. R. Frey & D. L. Palmer (Eds.), *Teaching communication activism:
             Communication education for social justice* (pp. 1–42). New York, NY: Hampton
             Press.

October 28   Organizational Communication Faculty Member Visits

   A. Readings
     1. 6:15–7:15: Karen Ashcraft and Bryan Taylor
       Ashcraft, K. L. (2013). The glass slipper: "Incorporating" occupational identity in management studies. *Academy of Management Review, 38,* 6–31. doi:10.5465/amr.10.0219
       Taylor, B. C., & Eger, E. K. (2015). *"Then what are you?": Articulating ethics and poststructuralist ethics in organizational studies*. Manuscript submitted for publication.
     2. 7:30–8:30: Jody John, Matt Koschmann, and Tim Kuhn
       Jahn, J. L. S., & Myers, K. K. (2014). Vocational socialization of adolescents: Messages, sources, and frameworks that influence interest in STEM careers. *Journal of Applied Communication Research, 42,* 85–106. doi:10.1080/00909882.2013.874568
       Koschmann, M. A. (2012). The communicative constitution of collective identity in interorganizational collaboration. *Management Communication Quarterly, 20,* 1–29. doi:10.1177/0893318912449314
       Kuhn, T., & Burk, N. (2014). Spatial design as sociomaterial practice: A (dis)organizing perspective on communicative constitution. In F. Cooren, E. Vaara, A. Langley, & H. Tsoukas (Eds.), *Language and communication at work: Discourse, narrativity, and organizing* (pp. 149–174). Oxford, United Kingdom: Oxford University Press.

November 4   Group 2: Publishing Research: Publish and/or Perish?
                Communication Research Methods

   A. Readings
     1. Group 2: Publishing Research: Publish and/or Perish? (TBD)
       Alexander, A. (2001). The manuscript submission process. In A. Alexander & W. J. Potter (Eds.), *How to publish your communication research: An insider's guide* (pp. 1–11). Thousand Oaks, CA: Sage.
       Blair, C., Brown, J. R., & Baxter, L. A. (1994). Disciplining the feminine. *Quarterly Journal of Speech, 80,* 383–409. doi:10.1080/00335639409384084
     2. Readings: Communication Research Methods (TBD)
       Rubin, R. B., Rubin, A. M., Haridakis, P. M., & Piele, L. J. (2015). *Communication research: Strategies and sources*. Boston, MA: Wadsworth Cengage Learning. (Chapter 10: Designing the communication research project)
       Chesebro, J. W., & Borisoff, D. J. (2007). What makes qualitative research qualitative? *Qualitative Research Reports in Communication, 8,* 3–14. doi:10.1080/17459430701617846

November 11   Group 3: Life in the Academy: So You Want to be a College Professor?
         Instructor and Staff Visits: Ruth Hickerson, Jeff Motter, and Debbie O'Neil

 A. Readings
  1. Group 3: Life in the Academy: So You Want to be a Communication Professor? (TBD)
   Becker, S. L., Galvin, K. M., Houston, M., Friedrich, G. W., Pearson, J. C., Seiler, W.
    J., & Trent, J. S. (2001). Making good tenure decisions. *Journal of the Association*
    of Communication Administrators, 30, 95–103.
   Jolliffe, L. (2009). How to build a strong tenure file. *Journal of Magazine and New*
    Media Research, 10(2)*,* 1–5.
  2. Instructor and Staff Visits
   Loehwing, M., & Motter, J. (2009). Publics, counterpublics, and the promise of
    democracy. *Philosophy & Rhetoric, 42,* 220–241. doi:10.1353/par.0.0037

November 18 & 25 No Class (National Communication Association Convention &
        Thanksgiving Break)

December 2   The Future of Communication and Academic Life

 A. Readings
  Deetz, S. A. (1994). Future of the discipline: The challenges, the research, and the social
   contribution. In S. A. Deetz (Ed.), *Communication yearbook* (Vol. 17, pp. 565–600).
   Thousand Oaks, CA: Sage.
  Trent, J. S. (2000). Prospects for the future: The communication scholar as citizen.
   Communication Studies, 51, 189–194. doi:10.1080/10510970009388518
  Rakow, L. F. (1993). The curriculum is the future. *Journal of Communication, 43*(4)*,* 154–
   162. doi:10.1111/j.1460-2466.1993.tb01316.x
  Wartella, E. (1994). Challenge to the profession. *Communication Education, 43,* 54–62.
   doi:10.1080/03634529409378961

 B. Moments of Zen
  1. Sarah Beck: Read and come prepared to discuss the essay:
   Sloop, J. M. (2000). Disciplining the transgendered: Brandon Teena, public
    representation, and normativity. *Western Journal of Communication, 64,* 165–189.
    doi:10.1080/10570310009374670
  2. Danielle Hodge: Read and come prepared to discuss the essay:
   Gordon, C. (2006). Reshaping prior text, reshaping identities. *Text and Talk, 26,* 545–
    571. doi:10.1515/TEXT.2006.022

December 9   Oral Presentations (MA Students)
        Written Comprehensive Examination (PhD Students)

December 16   Comprehensive Examination Oral Defense (PhD Students)
(7:30–10:00 pm)

Course Assignments (and Percentage of Course Grade)

A. MA Students

1. *Journal Article Review or Book Review* (10%; 3–5 pages; 2,500 words maximum; due September 30; you must submit the review to the assigned PhD student [see below] by noon Wednesday, September 23, with PhD students providing feedback to you by noon Saturday, September 26):

    A) *Journal Article Review*: Select an *empirical* communication study published in a journal (preferably, one related to your final paper) and write an essay that summarizes the study and reflects critically on it (identifying its strengths and limitations), similar to a book review published in scholarly journals.

    B) *Book Review*: Review a recent (2016–2014) communication book, similar to book reviews published in academic journals (see the bibliography and book review examples posted on the course website), that describes, interprets, and critiques the book. (Note: Only one book can be reviewed per person on a first-come, first-serve basis; you must receive my permission for the book that you review; make sure that the book has not been reviewed previously in a journal; and no book by a current CU-Boulder communication faculty member or graduate student can be reviewed.)

2. *Reading Notes* (5%; October 28): Readings are a cornerstone of this, and every other, communication graduate course. One way to better understand course concepts is to reduce the complexity of readings by putting them into your words. To demonstrate that competency, you will submit your notes for the week of October 28, with Collins and Schmitt covering the readings by Ashcraft and by Taylor and Eger, and Watkins Davis covering the readings by Jahn and Meyers, and by Koschmann. Notes should be no more than two single-spaced pages, and should include for that week: (a) a summary of *each* reading, addressing its thesis, main points, and interesting claims; (b) a brief critical evaluation of each reading (addressing both negatives and positives); (c) overarching issues or lessons that emerge *across* the two readings, and (d) at least two questions, relating to those readings that could be asked to facilitate a class discussion.

3. *Department Faculty Member Interviews and Introductions* (15%; 7.5% each): You have been assigned to the following two faculty members and will interview and introduce them when they attend the class: Rachel Schmitt–Ackerman and Gries, Emma Collins–Koschmann and White, and Andi Watkins Davis–Boromisza-Habashi and Jahn. First, read each assigned faculty member's curriculum vitae (posted on the course website) and several works published by that faculty member. Second, construct a set of interview questions, and, in a face-to-face meeting, interview the faculty member. During the class session that the faculty member attends, you will present a professional 2-minute oral introduction of her or him (working from a written manuscript), with the written introduction and set of interview questions submitted to me immediately after that class session (and evaluated along with the oral introduction). (Note: You must submit the

introduction to the assigned PhD student 1 week prior to the introduction of the faculty member, with PhD students providing feedback to you by noon Saturday of that week.)

4. *APA Manual Examination and Related Assignments* (7.5%; handed out after class on November 11 and due noon Friday November 13): A take-home examination that covers citation practices (both in the body of essays and in references), paper formatting, and writing practices using the APA manual. Other assignments (including papers) prior to the examination contribute to this grade.

5. *Group Presentation* (17.5%)*:* The following groups will give a formal 30–45-minute presentation and facilitate a 15–20-minute discussion with class members about the assigned topic: Group 1 (Rebecca Rice, Elisa Varela, and Andi Watkins Davis), Group 2 (Sarah Beck, Norell Bond, Blake Hallinan, and Rachel Schmitt), and Group 3 (Nathan Bedsole, Tajshen Campbell, Emma Collins, and Danielle Hodge).

6. *Final Paper* (17.5%; due December 9; introduction to and outline of paper, 2.5%; due November 4) *and Oral Presentation* (5%; December 9): Select a communication topic, review scholarly literature on it, and write an essay and give a formal oral presentation (12 minutes maximum) that summarizes (in a comprehensive manner), synthesizes (in a creative and innovative conceptual manner that forwards understanding of the topic), and critiques (with regard to strengths and limitations) research conducted on that topic, and that sets agendas for future research on that topic (e.g., similar to reviews published in *Communication Yearbook*; see examples posted on the course website). (Note: You must submit the introduction and outline of the final paper to the assigned PhD student by noon Wednesday October 28, with PhD students providing feedback to you by noon, Saturday, October 31; you must submit the final paper to the assigned PhD student by noon Wednesday December 2, with PhD students providing feedback to you by noon Saturday, December 5.)

7. *Participation* (20%): The course demands substantial participation in terms of contributing to class discussions by completing weekly assignments and by offering your opinions and asking and answering questions about the material covered. Participation does not mean talking for the sake of talking; it means being an active contributor to class discussions. Of course, participation requires attendance, so try not to miss any class sessions; however, because things happen, everyone is entitled to one absence without any penalty, with subsequent absences resulting in the lowering of the final course grade by a step (e.g., from an A to an A-). Five percent of the participation grade involves attendance at a department colloquium, at least one area research lunch, and at least one graduate student workshop held this semester, with a 1–2-page paper that examines what was learned from each colloquium and from the research lunch about the communication discipline and/or research, in general; our department, areas, faculty, and/or graduate students; and thoughts about performing in that capacity in the future.

B. PhD Students (see relevant assignment explanations above)

1. *Book Review or Communication Teacher Essay* (10%; 2,500 words maximum; due September 23): Preferably, the book reviewed is related to your general research focus. The *Communication Teacher* essay contributes an original teaching activity for a single class session, a unit, or a semester (see descriptions in the journal and recent examples posted on the course website).

2. *Identity Statement, Plan of Study, and Curriculum Vitae* (10%; due October 7; see guidelines for constructing identity statements and plans of study in the department's *2015–2016 Handbook of Graduate Study*; see examples of them and graduate students' curriculum vita posted on the course website)

3. *Department Faculty Member Interviews and Introductions* (7.5%): You have been assigned to the following faculty member (who also serves as your temporary advisor): Nathan Bedsole–Simonson, Sarah Beck–Flores, Norell Bond–Pezzullo, Tajshen Campbell–Kuhn, Blake Hallinan–Striphas, Danielle Hodge–Tracy, Rebecca Rice–Taylor, and Elisa Varela–Ashcraft.

4. *APA Manual Examination and Related Assignments* (10%)

5. *Group Presentation* (15%)

6. *Written Comprehensive Examination* (15%; December 9) and *Oral Defense* (5%; December 16): On December 9, PhD students will be given a 2-hour comprehensive examination question about a topic covered in this course; write the essay on a laptop computer during that class time period, with no notes permitted; and e-mail me the essay at the end of that time limit. Students defend orally their written answer on December 16.

7. *Participation* (27.5%): In addition to the evaluation criteria described above, the participation evaluation includes the following assignments and percentage of weight:

   A) *Your Moment of Zen* (3.5%): Select one of the three articles that you submitted as an inspiration and facilitate a 15-minute class discussion of it.

   B) *Department Moments of Zen* (3.5%): Attendance at a department colloquium, an area research lunch, and a graduate student workshop held this semester, with a 1–2-page paper after each that examines what was learned about the communication discipline and/or research, in general; our department, areas, faculty, and/or graduate students; thoughts about performing in that capacity in the future; and, for the workshop, suggestions about how it could have been more effective.

   C) *Mentoring MA Students* (3.5%): Aiding the assigned MA student in the manner indicated, with your written feedback on his or her work submitted to me:

1) Emma Collins: Nathan Bedsole (journal article/book review and final paper oral presentation), Tajshen Campbell (faculty introductions and final paper introduction/outline), and Danielle Hodge (written final paper)

2) Rachel Schmitt: Sarah Beck (faculty introductions and final paper introduction/outline), Norell Bond (journal article/book review and final paper oral presentation), and Blake Hallinan (written final paper)

3) Andi Watkins Davis: Rebecca Rice (journal article/book review and final paper oral presentation), and Elisa Varela (faculty introductions and final paper introduction/outline)

CU-Boulder Notes (Arranged alphabetically)

A. Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race; color; culture; religion; creed; politics; veterans' status; sexual orientation; gender, gender identity, and gender expression; age; disability; and nationalities. Course rosters are provided to me instructors with the student's legal name. I gladly will honor students' request to address them by an alternate name. I will gladly honor students' request to address them by any alternate name or gender pronoun; please advise me of this preference early in the semester so that I can make appropriate changes to my records. For more information, see policies on classroom behavior (http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the student conduct code (http://www.colorado.edu/osc/sites/default/files/attached-files/osc_handbook_2015-16.pdf).

B. Disabilities: If students qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner (for examination accommodations, provide a letter at least 1 week prior to the examination), so that their needs can be addressed. Disability Services (303-492-8671; dsinfo@colorado.edu) determines accommodations based on documented disabilities. If students have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines Under the Quick Links at the Disability Services website, and discuss those needs with me.

C. Discrimination and Harassment: CU-Boulder is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, and political affiliation or political philosophy. Individuals who believe that they have been discriminated against should contact the Office of Institutional Equity and Compliance (OIEC; 303-492-2127) or the Office of Student Conduct and Conflict Resolution (OSC; 303-492-5550). Information about the ODH, the above-referenced policies, and the campus resources available to assist individuals regarding

discrimination or harassment can be found at the OIEC website (http://www.colorado.edu/institutionalequity). The full policy on discrimination and harassment contains additional information.

D. Honor Code: All CU-Boulder students are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (303-735-2273; honor@colorado.edu). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and nonacademic sanctions (including, but not limited to, university probation, suspension, or expulsion). Additional information regarding the Honor Code can be found online (http://www.colorado.edu/osc/sites/default/files/attached-files/osc_handbook_2015-16.pdfat) and at the Honor Code Office.

Academic dishonesty in the form of cheating or plagiarism in all its forms—from using the ideas, organization, supporting sources, or words of another (including other students) without giving credit to the original author, to allowing or paying another person to write a paper for one's benefit, to purchasing and using a prewritten paper for course credit, as well as using another person's paper available on the Internet—will result in a grade of F for the assignment, an F for the course, and referral to student judiciaries. Papers submitted by students, written in part or in whole by someone other than the student, shall be considered to constitute fraud under the Honor Code, and result in the assignment of a grade of F for the course. Additionally, it is required that the work students complete for all course assignments be original. Unless students have my explicit permission, they are not allowed to submit work that they have completed or are completing for other assignments in this or any other course.

The development of the Internet has provided students with historically unparalleled opportunities for conducting research swiftly and comprehensively. The availability of these materials, however, does not release students from appropriately citing sources or applying standard rules associated with avoiding plagiarism. Specifically, I expect to review papers written by students that draw ideas and information from various sources (cited appropriately), and that are presented in students' words after careful analysis, synthesis, and evaluation. An assembly of huge blocks of other individuals' material, even when cited, does not constitute an appropriate representation of this expectation. Uncited, plagiarized material shall be treated as academically dishonest, and will result in a grade of F for any assignment and for the course. If there is any confusion as to what constitutes plagiarism, review the CU-Boulder Honor Code on this topic and/or see me.

E. Religious Observances: Campus policy regarding religious observances requires that faculty members make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled examinations, assignments, and/or required attendance (see campus policy at http://www.colorado.edu/policies/fac_relig.html). In this course, I will make every effort to accommodate students who have such conflicts with scheduled assignments or attending class sessions, provided they inform me well in advance of the scheduled conflict. If an assignment is due on a religious holiday, it can be due on

another day, and class sessions missed to observe religious holidays will not be counted as absences with regard to the participation grade.

COMM 6010: Supplementary Readings (Fall 2015)

Note: Many of the readings listed below are posted on the D2L course website.

American Psychological Association (APA) Style

American Psychological Association. (2009a). *Mastering APA style: Instructor's resource guide* (6th ed.). Washington, DC: Author.

American Psychological Association. (2009b). *Mastering APA style: Student's workbook and training guide* (6th ed.). Washington, DC: Author.

American Psychological Association. (2010). *Concise rules of APA style* (6th ed.). Washington, DC: Author.

American Psychological Association (2012). *APA style guide to electronic resources* (6th ed.). Washington, DC: Author.

Beins, B. C. (2012). *APA style simplified: Writing in psychology, education, nursing, and sociology*. Malden, MA: Wiley-Blackwell.

Cooper, H. (2011). *Reporting research in psychology: How to meet journal article reporting standards* (6th ed.). Washington, DC: American Psychological Association.

Hacker, D., & Sommers, N. (2015). *A pocket style manual, APA style* (7th ed.). Boston, MA: Bedford/St. Martin's Press.

Lipson, C. (2012). *Cite right—A quick guide to citation styles—MLA, APA, Chicago, the sciences, professions, and more* (2nd ed.). Chicago, IL: University of Chicago Press.

Perrin, R. (2014). *Pocket guide to APA style* (5th ed.). Stamford, CT: Cengage.

Schwartz, B. M., Landrum, R. E., & Grunig, R. A. R. (2014). *An easyguide to APA style* (2nd ed.). Thousand Oaks, CA: Sage.

Szuchman, L. T. (2014). *Writing with style: APA style made easy* (6th ed.). Belmont, CA: Wadsworth Cengage.

Trimmer, J. (2013). *A guide to APA documentation*. Boston, MA: Wadsworth/Cengage.

University of Colorado Boulder Theses and Dissertations

University of Colorado Boulder, Graduate School. (2011). *Specifications for preparation of master's theses and doctoral dissertations* (Rev. ed.). Unpublished manuscript. Retrieved from http://www.colorado.edu/GraduateSchool/academics/#thesis

University of Colorado Boulder, Graduate School. (n.d.). *Electronic thesis and dissertation submission*. Unpublished manuscript. Retrieved from http://www.colorado.edu/GraduateSchool/academics/thesis_sub.html

September 2: Defining Communication

Arundale, R. B. (2012). On understandings of communication: A response to Wedgewood. *Intercultural Pragmatics, 9,* 137–159. doi:10.1515/ip-2012-0010

Barnlund, D. C. (1970). A transactional model of communication. In K. K. Sereno & C. D. Mortensen (Eds.), *Foundations of communication theory* (pp. 83–102). New York, NY: Harper and Row.

Brockreide, W. E. (1968). Dimensions of the concept of rhetoric. *Quarterly Journal of Speech, 54,* 1–12. doi:10.1080/00335636809382864

Bryant, D. C. (1953). Rhetoric: Its functions and its scope. *Quarterly Journal of Speech, 39,* 401–424. doi:10.1080/00335635309381908

Cartier, F. A., & Hanvood, K. A. (1953). On definitions of communication. *Journal of Communication, 3,* 71–75. doi:10.1111/j.1460-2466.1953.tb01076.x

Cobley, P. (2008). Communication: Definitions and concepts. In W. Donsbach (Ed.), *The international encyclopedia of communication* (Vol. 2, pp. 660–666). Malden, MA: Blackwell.

Darnell, D. K. (1971). Toward a reconceptualization of communication. *Journal of Communication, 21,* 5–16. doi:10.1111/j.1460-2466.1971.tb00901.x

Deutschmann, P. J. (1957). The sign–situation classification of human communication. *Journal of Communication, 7,* 62–73. doi:10.1111/j.1460-2466.1957.tb00259.x DeVito, J. A. (1966). What is rhetoric? *Today's Speech, 14*(3)*,* 16–32. doi:10.1080/01463376609368774

Fisher, W. (1961). Rhetoric: A pedagogic definition. *Western Speech, 25,* 168–170.

Gerbner, G. (1966). On defining communication: Still another stab. *Journal of Communication, 16,* 99–103. doi:10.1111/j.1460-2466.1966.tb00021.x

Goyer, R. S. (1970). Communication, communication process, meaning: Toward a unified theory. *Journal of Communication, 20,* 4–16. doi:10.1111/j.1460-2466.1970.tb00860.x

Hawes, L. (1973). Elements of a model for communication processes. *Quarterly Journal of Speech, 59,* 11–21. doi:10.1080/00335637309383149

Klopf, D. W. (1972). The process of speech communication. *Communication, 1,* 33–39.

Luhmann, N. (1992). What is communication? *Communication Theory, 2,* 251–259. doi:10.1111/j.1468-2885.1992.tb00042.x

McNally, J. R. (1970). Toward a definition of rhetoric. *Philosophy & Rhetoric, 3,* 71–81.

Millar, F. E. (1979). Communication: Discipline, process, event. *Communicator, 9,* 52–68.

Miller, G. R. (1966). On defining communication: Another stab. *Journal of Communication, 16,* 88–98. doi:10.1111/j.1460-2466.1966.tb00020.x

Newman, J. B. (1960). Rationale for a definition of communication. *Journal of Communication, 10,* 115–124. doi:10.1111/j.1460-2466.1960.tb00530.x

Newman, S. J. (2001). Aristotle's definition of rhetoric in the *Rhetoric*: The metaphors and their messages. *Written Communication, 18,* 3–25. doi:10.1177/0741088301018001001

Nicotera, A. M. (2009). Constitutive view of communication. In S. W. Littlejohn & K. A. Foss (Eds.), *Encyclopedia of communication theory* (Vol. 1 pp. 175–179). Thousand Oaks, CA: Sage.

Nilsen, T. R. (1957). On defining communication. *Speech Teacher, 6,* 10–17. doi:10.1080/03634525709376841

Platt, J. H. (1955). What do we mean—"Communication"? *Journal of Communication, 5,* 21–26. doi:10.1111/j.1460-2466.1955.tb01093.x

Poulakos, J. (1983). Toward a sophistic definition of rhetoric. *Philosophy & Rhetoric, 16,* 35–48.

Rahe, H. E. (1946). What is rhetoric? *Western Speech, 10*(5)*,* 11–13.

Sapir, E. (1951). Communication. In E. R. A. Seligman & A. Johnson (Eds.), *Encyclopedia of the social sciences* (Vol. 3, pp. 78–80). New York, NY: Macmillan.

Scott, R. L. (1973). On not defining "rhetoric." *Philosophy & Rhetoric, 6,* 81–96.

Pomeroy, R. (1986). On not defining "rhetoric." A response to Robert L. Scott. *Rhetoric Society Quarterly, 16,* 3–29. doi:10.1080/02773948609390734

Smit, D. W. (1997). The uses of defining rhetoric. *Rhetoric Society Quarterly, 27*(2)*,* 39–50. doi:10.1080/02773949709391092

Stelzner, H. (1971). Textbook definitions of speech as art. *Today's Speech, 19*(3)*,* 3–6. doi:10.1080/01463377109368983

Stevens, S. S. (1950). Introduction: A definition of communication. *Journal of the Acoustical Society of America, 22,* 689–690. doi:10.1121/1.1906670

Thayer, L. (1978). The idea of communication—Looking for a place to stand: Review and commentary. In B. R. Ruben (Ed.), *Communication yearbook* (Vol. 2, pp. 49–56). New Brunswick, NJ: Transaction Books.

Wallace, K. R. (1970). Speech act and unit of communication. *Philosophy & Rhetoric, 3,* 174–181.

Weinberg, H. L. (1958). A redefinition of rhetoric. *Today's Speech, 6*(4)*,* 9–11. doi:10.1080/01463375809385099

September 9: The Communication Discipline
   A. Defining/Conceptualizing, Positioning, and Evaluating the Communication Discipline
      1. Defining/Conceptualizing the Communication Discipline

Andersen, K. E. (1984). A perspective on defining the field of communication. *Association for Communication Administration Bulletin, 48,* 16–18.

Anderson, J. A. (1984). Communication as a field of research. *Association for Communication Administration Bulletin, 48,* 22–24.

Barnett, G. A., & Danowski, J. A. (1992). The structure of communication: A network analysis of the International Communication Association. *Human Communication Research, 19,* 264–285. doi:10.1111/j.1468-2958.1992.tb00302.x

Bettinghaus, E. P. (1984). Defining the field of communication. *Association for Communication Administration Bulletin, 48,* 8–9.

Clevenger, T., Jr. (1983). Toward a definition of communication: Speech communication in the context of the field of communication. *Association for Communication Administration Bulletin, 46,* 21–23.

Cronkhite, G. (1986). On the focus, scope, and coherence of the study of human symbolic activity. *Quarterly Journal of Speech, 72,* 231–246. doi:10.1080/00335638609383771

Eadie, W. F. (2008). Communication as an academic field: USA and Canada. In W. Donsbach (Ed.), *The international encyclopedia of communication* (Vol. 2, pp. 632–638). Malden, MA: Blackwell.

Ewbank, H. L., Sr., Baird, A. C., Brigance, W. N., Parrish, W. M., & Weaver, A. T. (1955). What is speech? A symposium. *Quarterly Journal of Speech, 41,* 145–153. doi:10.1080/00335635509382055

Ferguson, S. (1978). Communication as a discipline. *Canadian Journal of Communication, 5,* 1–5. Retrieved from http://www.cjc-online.ca/index.php/journal

Friedrich, G. W., & Boileau, D. (1999). The communication discipline. In A. Vangelisti, J. Daly, & G. Friedrich (Eds.), *Teaching communication: Theory, research, and methods* (2nd ed., pp. 3–13). Mahwah, NJ: Lawrence Erlbaum.

Garner, J. T., & Ragland, J. P. (2015). Using a thematic analysis of literature to survey subfields within communication studies. *Communication Teacher, 20,* 159–165. doi:10.1080/17404622.2015.1033436

Gerbner, G. (1984). Defining the field of communication. *Association for Communication Administration Bulletin, 48,* 10–11.

Gondin, W. R. (1942). The field of speech—A problem in definition. *Quarterly Journal of Speech, 28,* 91–94. doi:10.1080/00335634209380735

Gross, L. (Ed.). (2011). Communication as a discipline [Special section]. *International Journal of Communication, 5,* 1442–1497. Retrieved from http://ijoc.org/index.php/ijoc. Contains the following articles:

Gross, L. Introduction to the special section: "Communication as the discipline of the 21st century." 1497–1498.

Gross, L. Plenary communication as a social science (and more). 1479–1496.

Livingstone, S. If everything is mediated, what is distinctive about the field of communication? 1472–1475.

Peters, J. P. Sweet lemons. 1467–1471.

Wang, G. Paradigm shift and the centrality of communication discipline, 1458–1466.

Pooley, J. D. Another plea for the university tradition: The institutional roots of intellectual comprise. 1442–1457.

Hudson, H. H. (1923). The field of rhetoric. *Quarterly Journal of Speech Education, 9,* 167–180. doi:10.1080/00335632309379424

King, S. S. (Ed.). (1989). *Human communication as a field of study: Selected contemporary views*. Albany: State University of New York Press.

Korn, C. J., Morreale, S. P., & Boileau, D. M. (2000). Defining the field: Revisiting the APA 1995 definition of communication studies. *Journal of the Association of Communication Administration, 29,* 40–52.

Krippendorf, K. (1969). Values, modes and domains of inquiry into communication. *Journal of Communication, 19,* 105–133. doi:10.1111/j.1460-2466.1969.tb00835.x

Lanigan, R. L., Jr. (2008). Communicology. In W. Donsbach (Ed.), *The international encyclopedia of communication* (Vol. 3, pp. 855–857). Malden, MA: Blackwell.

McBath, J. H., & Jeffrey, R. C. (1978). Defining speech communication. *Communication Education, 27,* 181–188. doi:10.1080/03634527809378295

Powers, J. (1995). On the intellectual structure of the human communication discipline. *Communication Education, 44,* 199–222. doi:10.1080/03634529509379012

Reid, L. (1967). The discipline of speech. *Speech Teacher, 16,* 1–10. doi:10.1080/03634526709377558

Rogers, E. M., & Chafee, S. H. (1983). Communication as an academic discipline: A dialogue. *Journal of Communication, 33*(3)*,* 18–30. doi:10.1111/j.14602466.1983.tb02402.x

SAA Committee on the Nature of the Field of Speech. (1963). The field of speech: Its purposes and scope in education. *Speech Teacher, 12,* 331–335. doi:10.1080/03634526309377322

Schmidt, P. L. (1975). Speech: A synoptic discipline. *Florida Communication Journal, 3*(2)*,* 1–5.

Smith, R. M., & Hunt, G. T. (1990). Defining the discipline: Outcome assessment and the prospects for communication programs. *Association for Communication Administration Bulletin, 72,* 1–4.

Toward a definition of the field: Local constraints and national coherence [Special section]. (1983). *Association for Communication Administration Bulletin, 46*. Includes the following articles:

Freshley, S. 5–8

Sullivan, J. L. 9–11

Clark, E. C. 12–14

Wallace, K. R. (1954). The field of speech, 1953: An overview. *Quarterly Journal of Speech, 40,* 117–129. doi:10.1080/00335635409381957

Woolbert, C. H. (1923). The teaching of speech as an academic discipline. *Quarterly Journal of Speech Education, 9,* 1–18. doi:10.1080/00335632309379407

2. Communication Departments

Andersen, K. E. (1989). Commentary: The competent communication department of the 1990s. *Association for Communication Administration Bulletin, 68,* 44–47.

Blanchard, R. O. (1986). Why a department of communication? Hanging together or hanging separately. *Association for Communication Administration Bulletin, 57,* 6– 8.

Braden, W. W. (1954). Whither the department of speech? *Speech Teacher, 3,* 121–126. doi:10.1080/03634525409376676

Brenton, A. L., & Gray, J. (1992). Seeing our discipline through a new lens: Speech communication in a professional college. *Association for Communication Administration Bulletin, 81,* 13–18.

Casmir, F. L. (1961). Today's speech department. *Today's Speech, 9*(1), 9–10. doi:10.1080/01463376109385171

Dedmon, D. N. (1986). Speech communication as seen from the top: University presidents look at the discipline [Special section]. *Association for Communication Administration Bulletin, 55,* 33–34. Includes the following articles:

Dedmon, D. N. Speech communication as seen from the top: University presidents look at the discipline. 33–34

Zacharias, D. W. Speech communication profession as seen by a president. 35–36
Smith, D. Presidents look at the field of speech communication: A commentary. 37–39.

Delia, J. G. (1982). Some thoughts concerning departmental focus in speech communication. *Association for Communication Administration Bulletin, 40,* 3–5.

Douglas, W. W. (1961). The ideal speech department in the second half of the twentieth century. *Central States Speech Journal, 12,* 182–187. doi:10.1080/10510976109362599

Franklin, W. G. (1975). Proposal for a department of speech communication: The study of speech communication. *Association for Communication Administration Bulletin, 13,* 31–32.

Friedrich, G. W. (1982). Promoting the department within the university. *Association for Communication Administration Bulletin, 38,* 18–20.

Hayworth, D. (1933). The organization of a department of speech. *Quarterly Journal of Speech, 19,* 356–363. doi:10.1080/00335633309379959

Hunt, E. L. (1966). An administrator looks at disciplines: Where does rhetoric belong? *Western Speech, 30,* 5–11.

Jurma, W. E. (1980). Speech communication and departmental matters: Implications for disciplinary interests. *Association for Communication Administration Bulletin, 34,* 58–60.

Keltner, J. W., & Henning, J. H. (1963). The unique function of a department of speech in the college and university. *Speech Teacher, 12,* 131–135. doi:10.1080/03634526309377287

Kully, R. D. (1978). Administrators' perceptions and misperceptions about the discipline of speech communication. *Association for Communication Administration Bulletin, 24,* 24–27.

Pace, R. W. (1972). From a speech communication department to the rest of the university: Problems of communication. *Communicator, 3*(2)*,* 14–16.

Pappas, E. J. (1984). Perspective of a department with units in speech communication, theatre, and mass communication. *Association for Communication Administration Bulletin, 50,* 8–9.

Rogers, E. M. (2001). The Department of Communication at Michigan State University as a seed institution for communication study. *Communication Studies, 52,* 234–248. doi:10.1080/10510970109388556

Ryan, J. P. (1918). Terminology: The department of speech. *Quarterly Journal of Speech Education, 4,* 1–11. doi:10.1080/00335631809360641

Scheidel, T. M. (1987). Promoting the department within the institution. *Association for Communication Administration Bulletin, 59,* 22–23.

Theall, D. F. (1981). Communication and knowledge in communication theory: The context of the university and the academy. *Canadian Journal of Communication, 8,* 1–13. Retrieved from http://www.cjc-online.ca/index.php/journal/index

Thompson, W. N. (1977). The implications of the classical concept of rhetoric for today's programs in speech communication. *Association of Communication Administration Bulletin, 40,* 11–14.

Wise, C. M. (1954). Departments of speech—A point of view. *Southern Speech Journal, 20,* 1–6. doi:10.1080/10417945409371332

Wolvin, A. D. (1983). Saving the speech communication department: A symposium. *Association for Communication Administration Bulletin, 46,* 52–53.

Woolbert, C. H. (1916). The organization of departments of speech science in universities. *Quarterly Journal of Public Speaking, 2,* 64–77. doi:10.1080/00335631609360516

3. Communication Disciplinary Status and Value

Adler, B. J. (1997). A "glimpse" of the status of the discipline: Internal identity of speech communication at a small college. *Journal of the Association for Communication Administration, 2,* 110–116.

Applbaum, R. L. (1976). Will speech communication survive as a discipline? *Association for Communication Administration Bulletin, 15,* 24–27.

Applbaum, R. L. (1985). Developing a program justification: Strategies for locating and valuing the discipline. *Association for Communication Administration Bulletin, 53,* 32–34.

Bochner, A. P., & Eisenberg, E. M. (1985). Legitimizing speech communication: An examination of coherence and cohesion in the development of the discipline. In T. W. Benson (Ed.), *Speech communication in the 20th century* (pp. 299–321). Carbondale: Southern Illinois University Press.

Bowers, J. W. (Ed.). (1980). The status of the discipline [Special issue]. *Communication Education, 29*(4). Contains the following articles:

    Paulson, S. F. Speech communication and the survival of academic disciplines. 319–323. doi:10.1080/03634528009378434

    Marlier, J. T. What is speech communication, anyway? 324–327. doi:10.1080/03634528009378435

    Dance, F. E. X. (1980). Speech communication as a liberal arts discipline. 328–331. doi:10.1080/03634528009378436

    Hostettler, G. F. Speech as a liberal study II. doi:10.1080/03634528009378437

    Dearin, R. D. Public address history as part of the speech communication discipline. 348–356. doi:10.1080/03634528009378438

    Petelle, J. L. Speech communication: Status, distinctiveness, and the educational hierarchy. 357–360. doi:10.1080/03634528009378439

    McClure, R. P. A Simmelian synthesis for speech communication. 361–363. doi:10.1080/03634528009378440

    Hendricks, B. L. The status of elementary speech communication education. 364–369. doi:10.1080/03634528009378441

    Heath, R. L. Corporate advocacy: An application of speech communication perspectives and skills—and more. 370–377. doi:10.1080/03634528009378442

Broadus, R. N. (1966). The treatment of the field of speech in three library classifications. *Quarterly Journal of Speech, 52,* 279–282. doi:10.1080/00335636609382791

Bryan, M. (1965). A rationale for speech as an academic discipline. *Central States Speech Journal, 16,* 83–90. doi:10.1080/10510976509362802

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Chesebro, J. W., & Worley, D. W. (2000). The discipline of communication in higher education: Mutually defining and reciprocal relationships. *Journal of the Association for Communication Administration, 29,* 26–29.

Craig, R. T. (2008). Communication in the conversation of disciplines. *Russian Journal of Communication, 1,* 7–23.

de Burgh, H. (2003). Skills are not enough: The case for journalism as an academic discipline. *Journalism, 4,* 95–112. doi:10.1177/1464884903004001484

Haslam, J. (2002). Learning the lesson—Speaking up for communication as an academic discipline too important to be sidelined. *Journal of Communication Management, 7,* 14–20. doi:10.1108/13632540310807214

Kahn, F. R., Zafir, H. A., & Abbasi, A. S. (1998). Mass communication research as a social science discipline: Status, problems, and opportunities. *Asian Journal of Communication, 8,* 111–131. doi:10.1080/01292989809364756

Macke, F. J. (1991). Communication left speechless: A critical examination of the evolution of speech communication as an academic discipline. *Communication Education, 40,* 125–143. doi:10.1080/03634529109378834

Nash, C. (2013). Journalism as a research discipline. *Pacific Journalism Review, 19,* 123–135.

Newsom, D. A. (1985). Journalism/mass comm as an academic discipline. *Journalism Educator, 40*(3), 23–44.

Shepherd, G. J. (1993). Building a discipline of communication. *Journal of Communication, 43*(3), 83–91. doi:10.1111/j.1460-2466.1993.tb01279.x

Streeter, T. (Ed.). (1995). No respect! Disciplinarity and media studies in communication [Special section]. *Communication Theory, 5,* 117–177. Includes the following articles:

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October 21

A. Communication Graduate School/Education: Everything You Wanted to Know but were Afraid to Ask

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November 4

A. Publishing Research: Publish and/or Perish?

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November 11

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