

COMM 0010 - COMMUNICATION THEORY, METHODS, AND PRACTICE

Catalog Description

Advisory: Eligibility for ENGL 1A; completion with grade of "C" or better or concurrent enrollment in COMM 1 or 5

Hours: 54 lecture

Description: The study of human communication through hands-on research methods that serve as specializations to the field of Communication Studies. This course explores human communication patterns through an examination of critical approaches, key concepts, and founding theories. Students engage in original inquiry, research and data gathering, analysis and discovery. (C-ID COMM 180) (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Develop an original research question and/or hypothesis to investigate that reflects a communication concept or theory of interest.
- CSLO #2: Engage in social scientific research methods that function as specializations to the communication studies discipline (e.g., interviews, survey, ethnography) in order to collect data.
- CSLO #3: Apply key concepts to the analysis of research data and connect the data (i.e., findings) to one or more communication studies theories.
- CSLO #4: Present findings from the social scientific research process to a public audience (e.g., peers, professional, community).

Effective Term

Fall 2024

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Explain and apply key concepts within the field of communication.
2. Discuss the history and trajectory of the study of communication.
3. Critically discuss and write about human communication theories and contexts.
4. Compare and contrast the social scientific research methods for the evaluation of human communication patterns.

5. Explain the contextual, cultural, social and political implications of various types of communication (e.g., mediated, interpersonal, intercultural).
6. Describe specializations within the communication discipline.
7. Explain ethical perspectives in communication, including the influence of cultural diversity, inclusion, and equity perspectives.
8. Identify and describe a range of viewpoints representative of diverse individuals and communities.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Behavioral Sciences
 - AA/AS - Comm & Analyt Thinking
 - AA/AS - Literature & Language
 - AA/AS - Multicultural Studies
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - D Social Sciences
 - CSUGE - D7 Interdisciplinary Soc/Behav
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 4 Soc./Behav Sciences
 - IGETC - 4G Intrdis Social/Beha

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Consider the ways that your upbringing and/or cultural identity (memberships) influence your ways of knowing. After discussing your ideas with a group, make a list of communication topics that you are interested in exploring this semester, and discuss why they are interesting to you.
- Essay Examinations
 - Example: Example: Write a "Me Search" Paper - oftentimes, social scientific researchers investigate topics of personal interest. In preparation for this paper, reflect on 3 memorable communication events that stand out to you in important ways. Be sure to select communication events that represent a variety of contexts, such as relational, workplace or mediated communication. Next, compose a narrative essay connecting your communication events to key concepts and/or theories that we have discussed in class. Example: Write a synopsis of three academic resources related to your topic of study. Be sure to use in-text citations where appropriate.
- Objective Examinations
 - Example: Students take unit or chapter quizzes showcasing their understanding of key concepts and theories. Example exam question: Consider the role of sensitizing concepts when undergoing ethnographic research. At what stage should/does a researcher identify sensitizing concepts and what purpose does this process serve? Example quiz question: True or False? Communication Accommodation Theory examines the way that

individuals adjust their style of speech toward or away from one another.

- Problem Solving Examinations
 - Example: Students are given two ethical scenarios, each demonstrating a potential breach in communication ethics. Students are asked to explain the breaches, compare and contrast the implications of the ethical breach to the communication context, and to determine the best course of action.
- Projects
 - Example: Students will be guided through the steps of a semester-long original research project. Students will start by writing an original research question and/or hypothesis to examine a communication phenomenon of personal interest. Next, students will select one research method covered in class to use in order to collect and analyze data. Students will connect their findings to communication research and theory in efforts to draw conclusions and discuss the implications of their research.
- Skill Demonstrations
 - Example: After reading about ethnographic fieldwork methods, students will engage in non-participant observations by taking detailed field notes of various communication phenomenon they observe in their local surroundings (e.g., campus, work, online). Students will work in teams to create a formal interview guide showcasing various learned question types (e.g., narrative, touring, hypothetical, etc). They will then use this guide to interview a communication practitioner. Students will demonstrate their skills in visual thematic analysis by participating in an activity whereby they are first asked to draw "what it means to be a college student today." After 3 minutes of silent drawing, students will share their creative interpretations with the class by posting them to a shared space. Finally, students will use the collection of class drawings to search for meaningful patterns and themes that emerge from the visual data.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor will lead a class discussion that goes over the steps of the social scientific research process, including writing a guiding research question or hypothesis, selecting and using an appropriate method for data collection, analyzing the data to draw relevant conclusions, and making connections to current communication research. Students will discuss the various steps using their own interests/experiences to select a communication topic and design an original semester-long research project.
2. The instructor will use a variety of mediated clips to showcase a critical theory in action (e.g., The Surveillance of Hidden Amazon Tribes to teach about Muted Group Theory). The instructor will next facilitate a classroom discussion that challenges perspectives of agency, ethics, and equity. Students will view the clip(s), discuss who is muted and by whom, share their perspectives, and in doing so, apply key terms.

Distance Learning

1. Using the course management system recording studio or other, students will create a dynamic and informative presentation showcasing their research project from start to finish. The presentation will include their original research question or hypothesis, a short discussion of academic research connected to their topic of study, a brief overview of their data collection and analysis methods, as well as relevant findings and conclusions. Students will participate in an online discussion board where they 1) share their visual analysis drawings in teams, and 2) respond to peers' drawings by identifying similarities and differences in the data re: themes and patterns. Students will watch an online video showcasing a social experiment (e.g., Brown Eyes vs. Blue Eyes experiment, CNA Insiders Race and Privilege Social Experiment, What would you do?) After watching the video, students will post their immediate reactions and discuss any one of the following: a) what they believe the purpose of the social experiment was at the time it was conducted, b) which communication pattern is best identified/ explored in the video, c) if a norm was violated, what was it and what are the implications of violating this norm? and/or d) what they would do differently if they were to recreate this social experiment today.

Typical Out of Class Assignments

Reading Assignments

Locate an academic and popular press reading about how to develop a research question. Feel free to use the assigned chapter reading(s), online videos, OER lessons, or business/commercial publication(s). Write a paragraph detailing the similarities and differences you identified between the sources.

Writing, Problem Solving or Performance

1. Create an annotated bibliography with 7 academic sources, relevant to your topic, method and 1 communication theory that you think is well-suited and connected to your project. Select articles and sources that relate to your research question or hypothesis; then summarize and analyze the article.
2. Using the SOAPStone method of rhetorical analysis (worksheet or similar), watch a modern film that challenges social justice themes (e.g., I am Simon, Selma, He Named Me Malala, Crash, Nope, etc.) Be prepared to discuss your findings in connection to learned theories.

Other (Term projects, research papers, portfolios, etc.)

1. Develop a portfolio showcasing each step of your research process. Be sure to include: early brainstorming notes, your original research question/hypothesis drafts, research project timeline, notes on method, the data you collected (digital or hard copy), data analysis, and early conclusions.
2. Poster session - much like a poster session at an academic or professional conferences, students will take their research public by participating in a poster session that highlights their most relevant findings. Students will create a creative and informative visual (digital or poster) display to be showcased to peers and the public.

Required Materials

- Survey of Communication Study
 - Author: Hahn & Payton
 - Publisher: Merlot (OER)
 - Publication Date: 2019

- Text Edition:
- Classic Textbook?: No
- OER Link:
- OER: Yes
- Communication in the Real World: An introduction to Communication Studies
 - Author: Anonymous (Author removed at request of original publisher)
 - Publisher: University of Minnesota Libraries Publishing
 - Publication Date: 2016 (currently being revised)
 - Text Edition:
 - Classic Textbook?: No
 - OER Link:
 - OER: Yes
- A First Look at Communication Theory
 - Author: Griffin, Ledbetter, Sparks
 - Publisher: McGraw Hill
 - Publication Date: 2019
 - Text Edition: 10th
 - Classic Textbook?: No
 - OER Link:
 - OER:
- Communication Mosaics: An Introduction to the Field of Communication
 - Author: Wood, Julia T.
 - Publisher: Cengage Learning
 - Publication Date: 2019
 - Text Edition:
 - Classic Textbook?: No
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.