

COM 3083 – Language and Communication Theory

Course Materials Handbook

(Fall 2008)

Prepared by

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for

The University of Texas at San Antonio

Department of Communication

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TABLE OF CONTENTS

Syllabus	1
List of Important Dates	4
Schedule of Assignments and Activities	5
Grade Monitoring Form	6
Test One Review	7
Test Two Review	8
Test Three Review	9
Overview of Assignments	10
Assignment #1: Critical Analysis Essay	11
Assignment #2: Oral Presentation	12
Outline for a Critical Analysis Essay	13
Using Presentation Software	14
Tips for Writing Essays and Research Reports	15
List of Communication Research Journals	21
References	22

SYLLABUS

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COURSE OBJECTIVES

This course facilitates understanding of the major theories and concepts in the study of language and communication. Emphasis is placed on critical reading and analysis of communication theory and research into interpersonal, group, organizational, cultural, media, and gender contexts. An equally important function of this class is to foster students' insight into the historical, humanistic and social scientific perspectives to enable students to apply course-related concepts to their subsequent areas of concentration.

Lectures, discussion, classroom exercises, written assignments, oral presentations, and in-class and out-of-class observations will be used to aid the development of knowledge and skills relating to the study of communication.

The aim is to merge theory and practice throughout the classroom experience. To this end, we will maintain a stimulating, interactive, open, and friendly classroom environment that fosters self and other insight, critical thinking, intellectual growth and communicative competence. The following objectives are core to the course:

- To ensure students have a good understanding of the fundamental theories of communication,
- To develop a broader understanding and appreciation of the discipline of communication, and
- To develop critical thinking and analytical skills.

TEXT

Griffin, E. (2006). *A first look at communication theory* (6th ed.). New York: McGraw-Hill.

POLICIES

Cheating, plagiarism and collusion will not be tolerated. All work submitted must be the original work of the student, for this course only (no submitting the same assignment in more than one class). The penalty for plagiarism, cheating or collusion may include failing the assignment, failing the course, or expulsion from the University depending on the severity of the infraction. Please see the University's Student Code of Conduct for information regarding these policies.

Classroom decorum will be maintained. Please turn off all electronic devices during classtime. Electronic devices include cell-phones, pagers, personal music players, and computers. Please keep all communication relevant to the subject matter and addressed to the class as a whole.

Please see your Course Materials Handbook for further information on assignments, grading criteria and course schedule. All other University policies will be followed.

ATTENDANCE AND PARTICIPATION

In order for this course to be a successful learning experience for you, active and committed participation on your part is crucial; therefore, as specified in the Information Guide, **students are expected to attend class**. All assignments are due according to the List of Important Dates in the Course Materials Handbook. Students are expected to take examinations and turn in assignments at the scheduled time. Students who may miss an examination or assignment deadline due to an authorized University activity should make arrangements to complete the assignment in advance, which includes approval from the student's Dean. **Late assignments, make-up quizzes or examinations will not be accepted**. Course incompletes will be given only in very limited cases and only when they meet the Policy for Incompletes on file in the Department of Communication office, as well as the University requirements for Incompletes as specified in the Information Guide and the Handbook of Operating Procedures. Please also see the Handbook of Operating Procedures for policies regarding attendance.

The Americans With Disabilities Act and the Rehabilitation Act of 1973: If you have a disability that may have some impact on your work in this class and for which you may require special accommodations, please see a coordinator at Disability Services (MS 2.03.18) so that such accommodations may be arranged. You can contact that office at (210) 458-4157. After you receive your accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible.

ASSIGNMENTS

Examinations: Students will be assessed on knowledge of course material through examination. Three exams will cover approximately one third of the course each and will consist of a variety of types of questions: multiple choice, true-false, and identification.

Critical Analysis Essay: Students will write a formal essay reviewing current scholarly articles which utilize a specific communication theory and analyze the theory as an effective explanation of current communication phenomena.

Oral Presentation: Students will present a comparison/contrast of two communication theories and apply the theories to explanations of current communication phenomena. The presentation will be a four minute informative speech. All presentations will be scheduled in advance. Students are expected to follow the schedule.

Quizzes: Students will be quizzed four times during the semester. Quizzes will not be announced in advance and will comprise material from the reading and/or from class lectures.

A full description of each of these assignments, along with grading criteria, can be found in the Course Materials Handbook, which is located in WebCT, or through the course website Student Section at hpleblanc.com

DIVISION OF ASSIGNMENTS

EXAMINATIONS (100 pts. each)	<u>GRADING SCALE:</u>	
CRITICAL ANALYSIS ESSAY (100 pts.)	90.0 - 100:	A
	80.0 - 89.9:	B
ORAL PRESENTATION (100 pts.)	70.0 - 79.9:	C
	60.0 - 69.9:	D
QUIZZES (25 pts. each)	BELOW 60.0:	F

Grades are earned and will be calculated on a cumulative scale. Grades can be calculated by dividing the raw score of the assignment by the total points possible for the assignment. Grades are calculated using a 600 point scale. For example, if the total number of points that can be achieved on the Critical Analysis Essay is 100, then the assignment is worth 16.7% of the final grade. An exam is worth 100 points. Therefore, a raw score of 78 on the first exam is 13.0% of the final grade. Extra credit will not be assigned for any student due to poor performance or missed assignment. **Grades are not rounded.** You may use the Grade Monitoring Form located in the Course Materials Handbook to calculate your grade average in the course at any time. Furthermore, you may obtain your current grade for assignments in WebCT for this course.

GRADING RATIONALE

- A** Exceptionally well-prepared completion of assignment indicating effort, individualized style, and impact expected of effective communication.
- B** Unusually well-prepared completion of assignment indicating original application of course materials and individual imagination distinctly superior to average effort.
- C** Satisfactory completion of assignment indicating effort normally expected of the majority of students (basic preparation, correct procedure, and disciplined technique.)
- D** Unsatisfactory completion of assignment indicating technical irregularity, misperceived objectives or methods, unorganized effort, or failure to follow directions.
- F** Failure to complete assignments during the scheduled time through lack of evident effort.

Course requirements must be fulfilled in order to successfully pass the course. All students will be expected to follow the instructions as they are presented, meet the grading criteria, and turn in each assignment by the due date in order to earn a "B."

This course is a junior-level core requirement for communication majors. Foundations of Communication (COM 3023) is a prerequisite for this course. Students are expected to have the background necessary for successful completion of Language and Communication Theory (COM 3083). All course requirements are explicitly written in the Course Materials Handbook. As per regulations, neither the instructor nor the office staff will report grades by telephone, fax, or email. Individual assignment grades will be reported in WebCT. Final grades will be reported on ASAP.

LIST OF IMPORTANT DATES

August 28:	Classes begin.
September 3:	Final date for adding the course.
September 12:	Final date for dropping the course without receiving a grade of “W”.
September 30:	Unit I Exam.
October 21:	Unit II Exam.
October 28:	Assignment # 1 due by 9pm.
October 30:	Final date for dropping course.
November 17:	Assignment # 2 outline and visual aids due by 9pm.
November 18:	Assignment # 2 Presentations begin.
November 20 & 25:	Assignment # 2 Presentations continue.
November 27-29:	Thanksgiving Day Holiday.
December 5:	Last Day of Class.
December 10:	Unit III Exam. (10:30am - 1:00pm)
December 19:	Final grades due.

Dates for class assignments and exams will not be altered. We will meet during the Final Examination period for your section. Unless otherwise indicated, assignments are due as assigned. Due to differences in computer system clocks, assignments should be submitted well in advance of the due time as assigned.

Please contact the instructor via WebCT email if you wish to receive a hardcopy of this syllabus.

SCHEDULE OF ASSIGNMENTS AND ACTIVITIES

Week One: Introduction and Outline of the Course. Traditions in Communication Theory

- Using the Online Course Materials. Read Chapters 2 and 4.

Week Two: Symbolic Interactionism.

- Read Chapters 25 and 24.

Week Three: Semiotics. Narrative Paradigm.

- Read Chapter 33.

Week Four: Genderlect Styles.

- Read Chapter 34.

Week Five: Standpoint Theory.

- Review for Test One.
- Read Chapter 20.

Week Six: Cultural and Critical Theory of Communication Approaches to Organizations.

- Test One.
- Read Chapters 21 and 27.

Week Seven: Cultivation Theory.

- Read Chapter 28.

Week Eight: Agenda-setting Theory.

- Review for Test Two.
- Read Chapters 6 and 8.

Week Nine: Expectancy Violations Theory. Social Penetration Theory.

- Test Two.
- Read Chapter 12.

Week Ten: Interactional Systems Perspective.

- Assignment One: Critical Analysis Essays due.
- Read Chapter 11.

Week Eleven: Relational Dialectics.

- Read Chapter 31.

Week Twelve: Face-Negotiation Theory.

- Assignment Two: Prepare and submit presentation outlines and slides.

Week Thirteen: Student presentations.

- Read Chapter 30.

Week Fourteen: Student presentations continued.

Week Fifteen: Anxiety/Uncertainty Management Theory.

- Review for Test Three.

Final Exam Week: Test Three.

GRADE MONITORING FORM

Name: _____ Banner ID: _____

GRADING SCALE:

90.0 - 100: A
80.0 - 89.9: B
70.0 - 79.9: C
60.0 - 69.9: D
BELOW 60.0: F

EXAMINATIONS:

Test One: Total: _____ Possible: 100
Test Two: Total: _____ Possible: 100
Test Three: Total: _____ Possible: 100 Tests Total: _____

CRITICAL ANALYSIS ESSAY:

Assignment 1: Total: _____ Possible: 100

ORAL PRESENTATION:

Assignment 2: Total: _____ Possible: 100 Assignments Total: _____

QUIZZES:

Quiz One: Total: _____ Possible: 25
Quiz Two: Total: _____ Possible: 25
Quiz Three: Total: _____ Possible: 25
Quiz Four: Total: _____ Possible: 25 Quizzes Total: _____

FINAL GRADE: Total: _____ Possible: 600 Percent: _____ Grade: _____

TEST ONE REVIEW

Chapter 2:

- Socio-psychological tradition
- Cybernetic tradition
- Rhetorical tradition
- Semiotic tradition
- Socio-cultural tradition
- Critical tradition
- Phenomenological tradition

Chapter 4:

- Symbolic interactionism
 - Meaning
 - Language
 - Thought
- Default assumptions
- Looking glass self
- Generalized other
- Naming
- Self-fulfilling prophecy

Chapter 25:

- Semiotics
- Connotation
- Sign
- Signifier
- Signified
- Taxonomy

Chapter 24:

- Narrative Paradigm
- Story
- Narration
- Paradigm
- Rational-world paradigm
- Narrative rationality
- Narrative coherence
- Narrative fidelity

Chapter 33:

- Genderlect Styles
- Connection
- Status
- Rapport

Chapter 34:

- Standpoint
- Marginalization
- Strong objectivity
- Invitational rhetoric

TEST TWO REVIEW

Chapter 20:

Culture
Thick description
Ritual
Story: Corporate, Personal, Collegial
Metaphor
Interpretation
Management
Change agent

Selective exposure
Two-step flow of communication
Opinion leaders

Chapter 27:

Cultivation
Cultivation differential
Mainstreaming
Resonance
Meta-analysis

Chapter 21:

Critical theory
Corporate colonization
Information model
Communication model
Managerial control
Co-determination
Strategy: Control, Dominance
Consent
Involvement
Participation
Managerialism
Systematically distorted
communication
Discursive closure

Chapter 28:

Agenda-setting
Need for orientation/Index of curiosity
Gatekeepers
Interest aggregations
Framing
Media frame
Agenda setting of attributes

TEST THREE REVIEW

Chapter 6:

Expectancy Violations
Expectancy
Violation valence
Communicator reward valence
Context

Power distance
Masculinity
Uncertainty avoidance
Individualism
Collectivist-individualist
High-context
Low-context
Cross-cultural communication

Chapter 8:

Social Penetration Theory
Self-disclosure
Breadth vs. depth of self
Social Exchange Theory
Satisfaction
 Comparison level
Stability
 Comparison level of alternatives

Chapter 30:

Anxiety
Uncertainty
Boundary condition
Cross-cultural variability
Indentification
Effective communication
Mindfulness
Unconscious incompetence
Conscious incompetence
Conscious competence
Unconscious incompetence

Chapter 12:

System perspective
Interdependence
Equifinality
Interpersonal communication axioms
Content
Relationship
Metacommunication

Chapter 31:

Face-negotiation
Face
Facework
Identity
Face-restoration
Face-giving
Assertiveness
Cooperativeness

Chapter 11:

Relational Dialectics
Contradiction
Connectedness-separateness
Certainty-uncertainty
Openness-closedness
Inclusion-seclusion
Conventionality-uniqueness
Revelation-concealment
Denial
Disorientation
Spiraling alteration
Segmentation
Balance
Integration
Recalibration
Reaffirmation

OVERVIEW OF ASSIGNMENTS

The purpose of the following assignments is to thoroughly familiarize you with a few communication theories and how these theories are utilized to explain communication phenomena. Theories we will be covering this semester include:

- Symbolic Interactionism (Chapter 4)
- Expectancy Violations Theory (Chapter 6)
- Social Penetration Theory (Chapter 8)
- Relational Dialectics (Chapter 11)
- The Interactional View (Chapter 12)
- Cultural Approach to Organizations (Chapter 20)
- Critical Theory of Communication Approach to Organizations (Chapter 21)
- Narrative Paradigm (Chapter 24)
- Semiotics (Chapter 25)
- Cultivation Theory (Chapter 27)
- Agenda-setting Theory (Chapter 28)
- Anxiety/Uncertainty Management Theory (Chapter 30)
- Face-Negotiation Theory (Chapter 31)
- Genderlect Styles (Chapter 33)
- Standpoint Theory (Chapter 34)

For the first assignment, a written document will be created. For the second assignment, a PowerPoint slide presentation and outline must be submitted electronically in advance. **These assignments must be submitted electronically** as an attachment through the WebCT Assignments link for this class (but not as text embedded in an e-mail). Furthermore, submit all written assignments with your name, the assignment number and the date in the document itself, in a standard format such as Microsoft Word or PowerPoint. **Assignments created and submitted in Microsoft Works format will not be accepted.** When you submit the assignment in electronic form, use the following file naming protocol: **LastnameF1.doc** (as in LeBlancP1.doc), where “F” represents the first letter of your first name and “1” represents the assignment number. The second assignment files should be named as the first assignment substituting the assignment number. For example, the PowerPoint file should be named of **LastnameF2.ppt**, and the outline document should be named **LastnameF2.doc**, replacing LastnameF with your lastname and first initial. It is critical that you use this naming convention to avoid confusion and assure credit as each student will be sending multiple assignments in this fashion. When you submit your assignment through WebCT, the timestamp on the assignment submission will serve as documentation for meeting the deadline for the assignment. The assignments feature in WebCT is designed not to accept submissions after the deadline. You will be notified automatically via the e-mail address you provide when your assignment has been submitted. Failure to attach the document will not serve as grounds for accepting late assignments.

For all assignments, **failure to properly follow these general instructions or the instructions for any assignment will result in a ten percent deduction on the grade for that assignment.** These instructions include the guidelines specified in Tips for Writing Essays and Research Reports in the Course Materials Handbook.

CRITICAL ANALYSIS ESSAY

Objective: To demonstrate the ability to analyze and describe a specific communication theory as an effective explanation of current communication phenomena.

Directions: This formal essay assignment requires synthesis of current research utilizing a communication theory covered in class. The study should examine how well the theory explains some current communication phenomenon as described in scholarly articles. The type of phenomenon of interest for analysis is not important provided it is significant and related to the specific domain of the communication theory under investigation.

In the review of literature, you are required to consult a minimum of six credible sources located in **scientific journals**. Please see the List of Communication Research Journals located in the Course Materials Handbook. Use fairly recent scientific journal articles published within the past eight years. Focus on the findings of the research or analyses of communication scholars other than the original theorist(s). Study topics from your communication coursework, as well as the research, and integrate these ideas with original thought and analysis.

This paper should be written in formal essay style according to the American Psychological Association (APA) style manual. An abbreviated version of the APA manual is available in the Tips for Writing Essays and Research Reports located in the Course Materials Handbook. The essay should be typed (1000 - 1250 words) not including the title and reference pages.

To assist you in selecting a topic, please see the list of theories we will be covering in the course earlier in this handbook. Please also see the short synopsis of each theory in the appendix of the textbook. Decide on the theory early and search for research articles soon. **Do not procrastinate.** Finding relevant articles is very time consuming.

Evaluation of the Research Report will be based on these basic criteria (100 points):

- I. Introduction (a: description of the phenomenon, b: description of the theory). 20%
- II. Literature review (a: citation of sources, b: references page). 20%
- III. Analysis (a: description of phenomenon in each article, b: relevance of theory for each article, c: synthesis across articles). 30%
- IV. Mechanics, delivery and style (a: grammar, spelling; b: APA Style). 20%
- V. Instructions followed? 10%

A sample student paper has been provided on WebCT. Please also see the handout on organization, Outline for a Critical Analysis Essay, located in the Course Materials Handbook for assistance in the development of your essay. The goal of this paper, as in the class, is to increase your awareness of communication theory and how well the theory explains communication phenomena. Be critical!

ORAL PRESENTATION

Objective: To demonstrate the ability to present a comparison/contrast of competing communication theories orally to an audience.

Directions: For this assignment, choose two communication theories covered in class which seek to explain a particular communication phenomenon. Organize the information into a concise, coherent speech of four minutes maximum duration.

The presentation should include information such as: (a) the definition of the communication phenomenon the theories were designed to explain, (b) a listing and description of the two theories being compared, (c) citation of sources in which the theories are proposed, and (d) a comparison/contrast of the two theories selected in reference to the phenomenon. Did the assignment teach you anything new about the phenomenon you observed? Provide a discussion of the relevance of the theories and directions for future research.

Evaluation of the project will be based on the following criteria:

- I. Allotted time (4 minutes, -1 pt per :30, 5% total). **You will be stopped at 6 minutes.**
- II. Delivery: including eye contact, internal organization, body and vocal style (5%)
- III. Use of visual aids (5%)
- IV. Introduction specifying the domain of communication phenomena and the theories being investigated. (10%)
- V. A definition of the communication theories being compared and core concepts. (20%)
- VI. A brief description of previous research reviewed and a statement of research question. (10%)
- VII. An analysis of the theories usefulness for explanation: (20%)
 - a. Theory A explanation of communication phenomenon.
 - b. Theory B explanation of communication phenomenon.
 - c. Comparison/Contrast.
- VIII. Discussion/Conclusion (10%)
 - a. Relevance of theories.
 - b. Directions for further study.
- IX. Typed outline in advance (5%)
- X. Instructions followed? (10%)

For the visual aids, you are required to create a Powerpoint Slide presentation with a maximum of three slides. Your slides should be concise and follow convention for legibility and style. A suggested breakdown of topics for slides include: a) a title slide listing a short descriptive title and your name, b) a listing of the two theories being compared, and c) a list of two citations (authors' lastnames and dates only as per APA format). Please see [Using Presentation Software](#) in the [Course Materials Handbook](#) for tips on creating slides. Both the typed outline and the Powerpoint file should be submitted electronically in advance as specified in the [Overview of Assignments](#) in the [Course Materials Handbook](#). The order of presentations will be determined in advance using a random selection process.

OUTLINE FOR A CRITICAL ANALYSIS ESSAY

Title page with appropriate and descriptive title.

I. Introduction (1 page):

- A. Identification of general area of study
- B. Thorough description of the theory to be analyzed
- C. Thorough description of the pertinent communication phenomenon the theory is designed to explain

II. Review of the Literature (2 pages):

- A. Review of current research which utilizes the theory
- B. Synthesis of core concepts and themes throughout the articles

III. Analysis (2-3 pages):

- A. Thorough description of the authors' use of the theory in reference to the communication phenomenon under investigation in each article referenced
- B. Synthesis of commonality/universality of theory core concepts in reference to pertinent communication phenomena

IV. Conclusion (1 page):

- A. Discuss the importance and relevance of the theory
- B. Make suggestions for future research

References

USING PRESENTATION SOFTWARE

The purpose of visual presentation is to enhance and not detract from the oral presentation. Expertise is demonstrated through what you know!

All presentations for this course should be delivered extemporaneously. Limit the use of visual aids, including presentation slides, to the bare minimum necessary to get the point across.

1. Choose a template or background that promotes the information to be presented.
 - a. Templates should not be animated, overly busy or contrasty, or utilize sound clips.
 - b. Templates should be light or dark in color to contrast with the text.
 - c. Style of templates should be consistent throughout.
2. Text should be presented in a clear and concise manner.
 - a. Choose a standard, legible font (Times Roman, Arial, Garamond).
 - b. Text should be large enough to be viewed in the back of the room.
 - c. Choose a color which contrasts with the background template (i.e. light color letters with a dark background, or dark color letters with a light background).
Suggestions: yellow text with navy background, blue text with white background.
 - d. The color scheme and text font should be consistent throughout.
3. Content of the presentation should be clear.
 - a. Create a title slide with a title of the presentation and your name.
 - b. Put only one main point per slide.
 - c. Use only well-worded, concise phrases.
4. Use supplemental information sparingly.
 - a. Charts should be self-explanatory and not too detailed.
 - b. Tables should summarize: do not give raw data.
5. Be very comfortable with your presentation.
 - a. Proofread your presentation for errors and readability.
 - b. Practice with your presentation a minimum of three times.
 - c. Do not read your presentation to your audience.
 - d. Use the “Blank Screen” feature between slides.

Finally, be sure to save your presentation on more than one storage device.

TIPS FOR WRITING ESSAYS AND RESEARCH REPORTS

This quick reference may be useful for helping writers catch common problems. This quick reference should not supplant a style manual to which writers (including students) should have access. The most common style manual currently in use by researchers and writers in the fields of Communication, Psychology, Sociology, Education, and other social sciences is:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

The APA manual is also used by journals in the social sciences. The reference above is typed in the form appropriate for the manual to which they refer. For example, the reference for the APA manual is typed in APA style. For purposes of social scientific research (conducted in this class), APA style should be used. All of the following examples will be given in APA style, which is required for this course.

Common Errors:

1. **Typographical errors:** please proofread your paper. It would serve you well to organize your time in such a way as to give yourself ample time to proofread before the paper due date. If you are using a computer or word processor, this process will go much quicker. However, do not rely on the word processing program's spell checker to do your proofreading. Spell checkers only check spelling, they do not check context or usage (See number two below). Sometimes it may be helpful to read the paper out loud to catch phrases that do not sound correct.
2. **Proper usage:** be sure to use the proper word within the context. The most common usage problems involve the words: (a) of / have, (b) affect / effect, (c) accept / except, (d) then / than, (e) no / know, and (f) to / too / two, etc. These errors may be considered misspellings.
3. **Agreement:** be sure that subjects and verbs within sentences agree in number. Plural verbs should be used with plural subjects. Also, be sure that personal pronouns agree in number with their antecedents.
4. **Bigoted language:** try to avoid the use of terms which might offend your audience. Audience analysis is important to achieve the goal of communicating ideas. The use of sexist, racist, or otherwise bigoted language may offend the audience and sabotage your goal as a communicator.
5. **Use of the apostrophe ('): do not use contractions in a formal paper, unless they are used in a direct quote. Apostrophes should only be used in formal papers to signify a possessive, such as Jeff's car, the Jones' yard, etc. (*It's* is a contraction of *it is*. *Its* is the possessive of *it*.)**
6. **Quoting:** be sure to quote accurately, and place quotation marks in their proper location in relation to other punctuation. For example, quotation marks should be placed after the period.

7. Sentence structure: avoid run-on or fused sentences, comma splices, incomplete sentences or sentence fragments, and otherwise awkward constructions:
- a) A run-on is a construction which contains more than one complete thought, such as several clauses strung together without the proper conjunctive or punctuation.
 - b) A comma-splice occurs when two complete sentences are connected by a comma.
 - with a conjunction (and, but, or, for, nor, so, yet):
[independent clause], and [independent clause].
 - without a conjunction:
[independent clause]; [independent clause].
 - c) Incomplete sentences or sentence fragments occur when any one or more of the following components are missing: (A sentence should convey a complete thought.)
 - subject
 - predicate (verb)
 - the idea which the sentence is attempting to convey.
 - d) Awkward constructions occur when the order of components gets in the way of conveying a thought. This occurs most frequently with misplaced modifiers, prepositional phrases, and unclear (vague or ambiguous) references.
8. Tense: use the proper tense, and do not switch tense within a sentence or paragraph unless context demands the switch of tense.

Writing Tips:

1. Avoid passive voice: minimize the use of "to be" verbs. Use action verbs.
2. Keep one main idea per paragraph. The paragraph should begin with the thesis statement. Sentences following the thesis statement should modify the thesis. The last sentence should serve as a transition to the next paragraph. This tip implies that paragraphs should contain more than one sentence.
3. Do not use slang, colloquialisms, or clichés in a formal paper (unless in a direct quote).
4. Do not address your reader directly in a formal paper through the use of the second person pronouns *you*, *your*, or *yours*, or indirectly through the use of the first person plural pronouns *we*, *our*, *ours*, or *us*. The author of a paper can never have enough evidence to make claims about all others, including the audience of the paper. (Formal papers are not for giving advice or prescribing behavior.)
5. Use parallel construction within sentences, paragraphs, and the paper as a whole. Do not be afraid to refer back to a statement made earlier in the paper, either directly or indirectly.
6. Do not split infinitives. Modifiers should be placed before or after the "to be" verb form.

Structure of Essays:

Essays such as the Research Report should follow the basic structure of an argument. This structure requires an introduction in which the thesis of the paper is set forth, a body in which the evidence is presented, and a conclusion in which the argument is summarized. For the Research Report, the majority of evidence should be from the findings of previously published research. This evidence should describe, interpret or explain only the phenomenon or phenomena under study. See the Outline for a Critical Analysis Essay in the Course Materials Handbook for more information.

1. The introduction should include:
 - a. a setting of context: briefly describe the background information necessary for understanding the thesis statement.
 - b. a statement of the thesis which is to be proved.
 - c. the definition of terms used in the thesis statement.
2. The body should include:
 - a. evidence from prior research (a review of literature).
 - b. evidence from current research (see below).
 - c. a synthesis of the two forms of evidence.
3. The conclusion should include:
 - a. a restatement of the thesis.
 - b. a brief description of the evidence presented in the body.
 - c. a concluding statement affirming the thesis statement given the evidence.

The Use of Evidence in Research:

When writing an essay or research paper, evidence will be required to provide proof for declarative statements, or statements of fact. However, not all evidence may be appropriate or valid. The use of evidence in research papers must follow basic the guidelines of source credibility. Evidence, sources of factual information, must be objective, reproducible, and accepted by experts in the field of inquiry. In general, evidence is considered credible when the source of the evidence is considered trustworthy by a consensus of scholars. For example, scientific evidence must be presented to the community of scholars within the discipline, or field of study, for discussion and possible refutation. For these reasons, research requires careful consideration of the sources of factual information. There are three basic types of evidence: examples, authority, and statistics. (See the table below for a description of these basic types).

Type	Definition	Characteristics	Test of Validity
Examples	case studies or hypothetical instances	1. difficult to generalize 2. provides strong identification 3. adds good will	Is it a typical case?
Statistics	numerical measure of scope or frequency of occurrence	1. easy to generalize 2. limits identification 3. adds expertise	Is the methodology sound? Is the sampling adequate?
Authority	Expert testimony which interprets and draws conclusions, or witness testimony which provides facts	1. depends on authority's expertise 2. depends on witness's trustworthiness 3. depends upon audience perception of source	Is the expert qualified in this area? Is the witness biased in any way?

For sources of evidence, several questions should be asked when assessing the credibility of the source (Ormondroyd, Engle, & Cosgrave, 1999):

1. Author: Who is the author? What are the author's credentials? Is this author cited in other research within the discipline of study? Is the topic of the research within the author's field of expertise?
2. Date of Publication: When was the article published? Is it timely? Is this the first edition or a later revision?
3. Publisher or Title of Journal: Who is the publisher? Is the article refereed or edited by scholars in the field? Is the research found in a scholarly journal? (See the List of Communication Research Journals in the Course Materials Handbook).
4. Audience: Who is the intended audience of the research?
5. Objectivity: Is the evidence presented valid and reliable? Can the evidence be verified? Is the evidence free of bias?
6. Coverage: Does the research corroborate other sources? Does it add to the body of knowledge in the field of study? Is the source primary or secondary in nature?
7. Structure: Does the article follow a logical structure? (See the Outline for a Critical Analysis Essay in the Course Materials Handbook).
8. Evaluation: Is the article reviewed or evaluated by other researchers? What is the consensus of scholarly opinion on the evidence presented in the article?

Research begins with a review of literature on the topic. The search for information on a topic may start with class notes or references in the course textbook. Once a topic has been located in the subject index of a book (such as your textbook), a citation of an outside source may accompany the information on the topic.

Use of the Internet for Conducting Research:

Generally, Internet sources are not allowed in this class without special permission. The Internet, and more specifically the World Wide Web, often provides students and scholars many conveniences previously unavailable for conducting research. The convenience is allowed courtesy of the vast amounts of information and the software, or search engines, available for accessing that information. However, the information available on the Internet is not always credible. The lack of credibility of Internet sources is attributable to the fact that anyone can post or publish information on the Internet. (See discussion above on the credibility of evidence). Therefore, special precautions should be taken when accessing and using Internet information.

Credible sources on the Internet will provide, minimally, information regarding the author, the date of publication, the publisher, and the complete URL (Internet address). Sources which do not provide this basic information should be avoided.

Once a credible source has been located on the Internet, the author and date of the source should be cited in the text following the same guidelines specified for traditional paper sources as demonstrated on the next page. The source must also be listed on the reference page. According to the APA, the form of the reference should be:

Author. (Date of Publication). *Title*. Location: Publisher. (or *Journal, Volume, Page(s)* for online journals). Date and complete URL where article was retrieved.

For example, the article by Ormondroyd, Engle, and Cosgrave which was cited in the section titled *The Use of Evidence in Research* would be:

Ormondroyd, J., Engle, M., & Cosgrave, T. (1998). *How to critically analyze information sources*. Cornell, NY: Cornell University, Olin Kroch Uris Libraries, Reference Services Division. Retrieved December 12, 1999 from the World Wide Web: <http://www.library.cornell.edu/okuref/research/skill26.htm>

The information regarding how to cite Internet sources was taken from:

American Psychological Association. (n.d.). *Electronic references*. Washington, DC: Author. Retrieved August 21, 2001 from: <http://www.apastyle.org/elecref.html>.

Specific Tips for Papers in H. Paul LeBlanc's Classes:

1. Do not use any form of folder or other device for holding the paper. Use a staple in the upper, left-hand corner only.
2. Use only 10 or 12 point fonts listed below. The font may be measured by point size or characters per inch. Monospaced type such as Courier, or type on a typewriter (Pica or Elite) is measured by characters per inch: 10 cpi is normal. Proportionally spaced type such as Times New Roman (the font on this handout) or Arial (Helvetica) is measured by point size: 12 pt is normal.
3. Use a title page following the guidelines specified on the next page. Graphics (including special fonts for the title) on the title page are not necessary and do not enhance the quality of the paper.
4. Use page numbers. Placement of page numbers should follow the style manual guidelines.
5. Use left justification only. Fully-justified text creates large spaces between words which may make the paper hard to read. Also, avoid large spaces between words: neatness counts.
6. Do not place the first or last line of a paragraph on the bottom or top of the page. The command for controlling this is referred to as widow/orphan control in most word processors.
7. Make use of other materials such as the List of Communication Research Journals and the Outline for a Critical Analysis Essay located in the Course Materials Handbook to help in writing.

AUTHOR-DATE CITATION

Insert the last name of the author and year of publication in parentheses in the text.

A study of nonverbal behavior (Burgoon, 1984)...

If the author's name appears in the text, insert only the year of publication in parentheses.

Burgoon's (1984) study of nonverbal behavior indicated...

Second or later mention of the same work: the year within parentheses may be omitted if there will be no confusion.

In the study of nonverbal behavior, Burgoon...

Mention of a work by two authors should always include both names separated by an "&" in parentheses or the word *and* in the text.

In a study on interpersonal conflict (Fitzpatrick & Winke, 1979), the authors found...

Fitzpatrick and Winke (1979) studied interpersonal conflict...

First mention of a work by three or more authors should include all the authors' last names.

Research on loneliness and social interaction (Wheeler, Reis & Nezlek, 1983)...

Later mention of a work by three or more authors may be shortened to the last name of first author, et al. and the year of publication in parentheses only if there is no confusion, or as:

In a study on loneliness, Wheeler and colleagues (1983)...

Include initials of authors with the same last names.

All sources cited in the text must be in the reference list.

Conversely, all sources in the reference list must be cited in the text.

TITLE PAGE

Center the full title on page in upper and lower case, double spacing if more than one line. Double space and center the author's name in upper and lower case. At the bottom of the page center course name in upper and lower case. Single space and center the instructor's name in upper and lower case. Single space and center the due date.

PAGINATION

Beginning with the second page, place the author's last name followed by the page number in the upper right corner, one half inch from the top of the page and flush with the right margin.

REFERENCE PAGE

Begin references on a new page. Type the word References centered on the top line. Double space. Type references, as demonstrated by the samples, unnumbered and alphabetized. The first line is flush with the left margin. The following lines are indented five spaces. Double space within and between references.

MARGINS

Top, bottom, and side margins are 1 inch. Do not increase or decrease spaces between words to make lines even. Do not hyphenate. Allow lines to be shorter; left justify all text. Indent paragraphs five spaces.

QUOTATIONS

Quotations of 40 words or fewer are not set off from the text but are placed within double quotation marks. Use single quotation marks for a quotation within a short quotation.

For longer quotations, use a colon after the last word of text, double space, indent five spaces and type in block form without paragraph indentation. Do not use quotation marks. Double space quotation. Use double quotation marks for quotations within long quotations. Avoid excessively long quotations. Attempt to paraphrase. Page numbers are necessary for direct quotes. Give the page number for quotations in the form (Author, Date, p. #).

GENERAL RULES

Periods and commas are placed within quotation marks. Question marks and exclamation marks not originally in the quotation go outside the quotation marks. Place author-date citation prior to direct quote.

Words omitted (ellipses) are shown by three periods with a space between each and a space before the first period and after the last.

SPECIAL NOTES:

These instructions are based on the APA manual (5th ed.), with some variation for purposes of student papers not intended for publication. Writers may wish to follow the APA manual more closely than suggested on this style sheet.

APA REFERENCE SAMPLES

JOURNAL ARTICLE - ONE AUTHOR

Martin, R. (1992). Relational cognition complexity and relational communication in personal relationships. *Communication Monographs*, 59, 150-163.

JOURNAL ARTICLE - TWO AUTHORS

Fitzpatrick, M. A., & Winke, J. (1979). You always hurt the one you love: Strategies and tactics in interpersonal conflict. *Communication Quarterly*, 27, 3-11.

JOURNAL ARTICLE - PAGINATED BY ISSUE

Beier, E. G., & Sternberg, D. P. (1977). Subtle cues between newlyweds. *Journal of Communication*, 27(3), 92-97.

ARTICLE IN AN EDITED BOOK

LeBlanc, H. P., III. (1998). Plurality and Affirmative Action: The social requirement of diversity. In P. Minarik (Ed.), *Illinois Consultation: Focus on Affirmative Action* (pp. 49-54). Bellwood, IL: Richards Graphic Communications.

BOOK - ONE AUTHOR

Pearson, J. C. (1989). *Communication in the family: Seeking satisfaction in changing times*. New York: Harper and Row.

BOOK - EDITOR INSTEAD OF AUTHOR

Socha, T. J., & Diggs, R. C. (Eds.). (1999). *Communication, race and family: Exploring communication in Black, White, and Biracial families*. Mahwah, NJ: Lawrence Erlbaum.

BOOK - CORPORATE AUTHOR

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

BOOK - NO AUTHOR

Psychology and you. (1979). New York: Macmillan.

GOVERNMENT PUBLICATION

National Institute of Mental Health. (1982). *Television and behavior: Ten years of scientific progress and implications for the eighties*. (DHHS Publication No. ADM 82-1195). Washington, DC: U.S. Government Printing Office.

DOCTORAL DISSERTATION

LeBlanc, H. P., III. (2000). Family boundary negotiation in parent-adolescent interaction. (Doctoral dissertation, Southern Illinois University, 2000). *Dissertation Abstracts International*, 61, 2995-A. (University Microfilms No. AAT9982082)

MASTER'S THESIS

LeBlanc, H. P., III. (1992). *Student perceptions of rules for classroom interaction*. Unpublished master's thesis, Louisiana State University, Baton Rouge.

PAPER PRESENTED AT A MEETING

LeBlanc, H. P., III. (1994, November). *Building little communities: Relational communication and early parenthood in two young couples*. Paper presented at the annual meeting of the Speech Communication Association, New Orleans, LA.

UNPUBLISHED MANUSCRIPT

LeBlanc, H. P., III. (1990). *Minimal responses*. Unpublished manuscript, Louisiana State University, Baton Rouge.

LIST OF COMMUNICATION RESEARCH JOURNALS

Journals	Library Location
Communication Education	PN 4071 S74
Communication Monographs	PN 4077 S6
Communication Quarterly	PN 4071 T6
Communication Reports	P87.C58 (Trinity University)
Communication Research	
Communication Research Reports	
Communication Studies (formerly Central States Speech Journal)	PN 4001 C45
Communication Theory	
Discourse Processes	P 302 D55
Human Communication Research	P 91.3 H85
Journal of Applied Communication Research	HM 258 J67
Journal of Communication	P 87.J6
Journal of Nonverbal Behavior	
Quarterly Journal of Speech	PN 4071 Q3
Research on Language and Social Interaction	P 1.P36
Southern (Speech) Communication Journal	PN 4071.S65
Western Journal of (Speech) Communication	PN 4071.W45
Related Journals	
American Sociological Review	
Child Development	
Developmental Psychology	
Family Relations	
Family Process	
Journal of Adolescence	
Journal of Applied Social Psychology	
Journal of Early Adolescence	
Journal of Family Issues	
Journal of Marriage and the Family	
Journal of Personality and Social Psychology	
Journal of Social Issues	
Journal of Social and Personal Relationships	
Journal of Youth and Adolescence	
Research in Sociology of Education and Socialization	
Small Group Research	
Social Psychology Quarterly	
Abstracts (Reference)	
Communication Abstracts	P 87.C59733
Psychological Abstracts	BF 1.P65
Sociological Abstracts	HM 1.S67

References

The following books are used for additional materials in the course. Please also see the bibliography of sources available through the course website Student Section at hpleblanc.com.

American Psychological Association. (2002). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Bormann, E. G. (1980). *Communication theory*. New York: Holt, Rinehart, and Winston.

Infante, D. A., Rancer, A. S., & Womack, D. W. (1993). *Building communication theory* (2nd ed.). Prospect Heights, IL: Waveland.

Knapp, M. L., & Miller, G. R., (Eds.). (1994). *Handbook of interpersonal communication* (2nd ed.). Thousand Oaks, CA: Sage.

Littlejohn, S. W. (2002). *Theories of human communication* (7th ed.). Belmont, CA: Wadsworth.

Ruesch, J., & Bateson, G. (1987). *Communication: The social matrix of psychiatry*. New York: W. W. Norton.

Watzlawick, P., Beavin Bavelas, J., & Jackson, D. D. (1967). *Pragmatics of human communication: A study of interactional patterns, pathologies, and paradoxes*. New York: W. W. Norton.

Wilber, K. (1996). *A brief history of everything*. Boston: Shambala.