COMMUNICATION THEORIES

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| Course code | MNG242 |
| Compulsory in the programme | *International Business and Communication* |
| Level of studies | *Undergraduate* |
| Number of credits | *6 ECTS (48 in-class hours + 6 consultation hours + 2 exam hours, 106 individual work hours)* |
| Course coordinator (title and name) | *Lect. Emilija Oleškevičiūtė* |
| Prerequisites | *-* |
| Language of instruction | *English* |

**THE AIM OF THE COURSE:**

This course introduces students to communication theories and the research methods associated with each. Of particular emphasis is the application of these theories to personal, professional, and mediated settings. At the end of the course, students should be able to use the terminology associated with communication theories and apply them to communication events. Students should demonstrate spoken and written communication competence, analyze communication phenomenon from different perspectives as well as apply knowledge of communication theories to “real world” issues.

The particular objectives of this course are listed below:

**MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESMENT AND TEACHING METHODS**

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| Course level learning outcomes (objectives) | Learning objectives for BSc in Social Science | Assessment methods | Teaching methods |
| CLO1. The student is able to explain and apply the key terms, definitions and concepts relating communication | BLO1.2  BLO4.1.  BLO4.2.  BLO4.3 | Mid-term exam, final exam | Lectures, seminars, individual study, self-study in groups |
| CLO2. The student can analyse the impact of verbal and non-verbal communication on communication quality and effectiveness; | BLO1.2  BLO1.1  BLO4.1.  BLO4.2.  BLO4.3 | Mid-term exam, homework assessment during seminars, final exam | Lectures, seminars, solving exercises, self-study |
| CLO3. The student can assess the role of the human factor over technological progress and mass communication devices; | BLO1.1  BLO4.1.  BLO4.2.  BLO4.3 | Mid-term exam, homework assessment during seminars, final exam | Lectures, seminars, solving exercises, self-study |
| CLO4. The student can compare and contrast the major interpersonal, intercultural, organizational and global communication concepts and apply them in the assessment of practical everyday life situations | BLO1.2  BLO4.1.  BLO4.2.  BLO4.3 | Mid-term exam, homework assessment during seminars, final exam | Lectures, seminars, solving exercises, self-study |
| CLO5. The student can evaluate the impact that culture and communication have on international business and multicultural organizations | BLO1.2  BLO4.1  BLO4.2.  BLO4.3 | Mid-term exam, homework assessment during seminars, final exam | Lectures, seminars, solving exercises, self-study |
| CLO6. The student can recognize and the underlying communication phenomena in real and fictional situations; | BLO1.2  BLO4.1  BLO4.2  BLO4.3 | Mid-term exam, homework assessment during seminars, final exam | Lectures, seminars, solving exercises, self-study |
| CLO7. The student can participate in teamwork and display teamwork results in written or oral form, to be able to argue decisions | BLO1.2  BLO4.1  BLO4.2  BLO4.3 | Group Project and presentation | Lectures, seminars, solving exercises, self-study |
| CLO8. The student can argue decisions, can question and respond to criticism and different opinions in debates and discussions. | BLO4.1  BLO4.2  BLO4.3 | Homework assessment during seminars, group Project and presentation |  |

**ACADEMIC HONESTY AND INTEGRITY**

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM remind students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

**COURSE OUTLINE**

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| **Topic** | **In-class hours** | **Readings** |
| **Introduction to communication theory. Theory development**  Craig‘s 7 traditions of Communication theories.  Contexts of Communication  Research Methods in Communication | 4 | *Applying communication theory for professional life*  Dainton, M., & Zelley, E. D  Ch. 1, 2 |
| **Cognition and intrapersonal communication**  Attribution Theory  Correspondent inference theory  Kelley’s covariation model  Uncertainty Reduction Theory  Expectancy Violations Theory  Cognitive Dissonance Theory (CDT) | 4+4 | Dainton, M., & Zelley, E. D  Ch. 3 |
| **Individual and social approaches to communication**  Nature Versus Nurture  Emotional Intelligence and Transformational Leadership  Three Message Design Logics (MDLs)  Symbolic Interaction. Interactional Perspective on Workplace Generations | 4 | Dainton, M., & Zelley, E. D  Ch. 4 |
| **Interpersonal Communication**  Politeness Theory  Social Exchange Theory (SET)  Dialectical Perspective  Communication Privacy Management (CPM) Theory  Hoffman’s dramaturgical model | 4 | Dainton, M., & Zelley, E. D  Ch. 5 |
| **Culture**  Hofstede’s Cultural Dimensions  Communication Accommodation Theory  Anxiety/Uncertainty Management Theory  Conflict Face Negotiation Theory | 4 | Dainton, M., & Zelley, E. D  Ch. 6 |
| **Persuasion**  Elaboration Likelihood Model  The Rhetoric  Theory of Planned Behavior  Inoculation Theory  Narrative Paradigm  Organizational storytelling | 4 | Dainton, M., & Zelley, E. D  Ch. 7 |
| **Group Communication**  Functional Group Decision Making  Groupthink  Adaptive Structuration Theory  Symbolic convergence theory (SCT) | 4 | Dainton, M., & Zelley, E. D  Ch. 8 |
| **Organizational Communication**  Systems theory  Organizational Culture  Organizational Assimilation Theory  Organizational Identification and Control (OIC)  Organizing Theory | 4 | Dainton, M., & Zelley, E. D  Ch. 9 |
| **Mediated communication**  Media and Social Media  Diffusion of Innovations  Social Network Analysis  Media Richness Theory  Uses and Gratifications Theory (UGT) | 4 | Dainton, M., & Zelley, E. D  Ch.10 |
| **Mass communication**  Agenda-Setting Theory  Cultivation Theory  Social Cognitive Theory  Encoding/Decoding Theory. Semiotics | 4 | Dainton, M., & Zelley, E. D  Ch.11 |
| **Theory in context projects** | 4 |  |
|  | **Total: 48 hours** |  |
| CONSULTATIONS | 6 |  |
| MID-TERM EXAM | 2 |  |
| FINAL EXAM | 2 |  |

**FINAL GRADE COMPOSITION**

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| --- | --- |
| **Type of assignment** | **%** |
| *Group Components 15%* |  |
| Group Project and presentation | 15 |
| *Individual Components 85%* |  |
| Peer-evaluation based on the Group Project and presentation | 5 |
| Mid-term exam | 40 |
| Final exam | 40 |
| **Total:** | **100** |

**DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT**

*(Provide short descriptions and grading criteria of each assignment)*

1. The **mid-term exam** will account for 40% of the final grade. All the materials that were covered during the lectures and seminars up until the mid-term exam are relevant for the mid-term exam. Exam will consist of either open-ended questions or an essay type question.
2. The **final exam** will also account for 40% of the final grade and will include topics studied during the lectures and seminars after the mid-term exam. Exam will consist of either open-ended questions or an essay type question.
3. **Group Project and presentation** (15%): To bolster students’ research skills and to again demonstrate the practical usage of theories, they will have to present four chosen communication theories illustrated by four different movies or by a self-made video clip. Students will form groups, gather primary research articles related to their chosen theories and present their results to the class during the last seminar in any chosen format: poster, video, role-play, etc. Presentation of the group project will account for 15% of the grade.
4. Whereas the rest 5% will account for the **peer-evaluation** of each team member **based on the** involvement in the **Group Project and presentation.**

**RETAKE POLICY**

If final (cumulative) mark of the course, including final exam score, is insufficient, students will be allowed to exercise their right of retake. The retake exam will cover all lectures and case-discussion topics discussed in class during the course. It will have 80 % and replace the 40% of mid-term exam plus 40% of the final exam. The lecturer reserves the right to choose the form of the exam (multiple choice/ open answer questions/ essay).

**ADDITIONAL REMARKS**

* Attendance and participation in the lectures and seminars are not obligatory, however strongly recommended. Studying solely from course book is not considered to be a sufficient preparation for the exam.
* The use of slides for the presentation of lecture contents is not mandatory. In any case, the slides are the intellectual property of teaching instructor who is not obliged to share or upload them. Students will have access to required e-books and other resources for self-study.
* **Students are expected to form groups totally on their own,** i.e., without intervention or mediation of the teaching instructor, Topics and dates will be assigned and scheduled for project presentations only to groups who sign up during the first 2 seminars. **Registration** for project groups will be closed after the 3rd lecture.
* **Emails** requesting group membership or later registration over the due time will not be replied.
* Students with particular needs regarding assignments may personally approach the teaching instructor right after lectures or seminars and request an appointment (live or remote) to be scheduled at the instructor’s convenience.

**Required texts**

Dainton, M., & Zelley, E. D. (2017). *Applying communication theory for professional life: A practical introduction* (4th ed.). Thousand Oaks, CA: Sage.

**ADDITIONAL READINGS**

1. West R., Turner, L.H. (2014) Introducing communication theory. Analysis and application. McGrill Higher Education.
2. Communication studies: the essential resource / [edited by] Andrew Beck, Peter Bennett and Peter Wall London: Routledge.
3. Duck, S. and McMahan D.T. (2009) The Basics of Communication. A Relational Perspective. Sage publications.
4. Owen, H. Saunders, Ch. Dickson, D. (1994). Social Skills in Interpersonal Communication. Routledge. Burton, G. and Dimblery, R. (2006). Between ourselves. An Introduction to Interpersonal Communication. Third Edition. Hodder Arnold.
5. Dan Rothwell, J. (2009). In the Company of Others. An Introduction to Communication. Third Edition Oxford University Press.

**ANNEX**

**DEGREE LEVEL LEARNING OBJECTIVES**

**Learning objectives for the Bachelor of Business Management**

*Programmes:*

*International Business and Communication,*

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| **Learning Goals** | **Learning Objectives** |
| Students will be critical thinkers | BLO1.1. Students will be able to understand core concepts and methods in the business disciplines |
| BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions |
| Students will be socially responsible in their related discipline | BLO2.1. Students will be knowledgeable about ethics and social responsibility |
| Students will be technology agile | BLO3.1. Students will demonstrate proficiency in common business software packages |
| BLO3.2. Students will be able to make decisions using appropriate IT tools |
| Students will be effective communicators | BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations |
| BLO4.2. Students will be able to convey their ideas effectively through an oral presentation |
| BLO4.3. Students will be able to convey their ideas effectively in a written paper |