

# **The University of Oklahoma**

## **College of Continuing Education**

### **Advanced Programs – Course Syllabus**

#### **Course Title:**

Introduction to Graduate Study

#### **Course Number:**

COMM 5013-102

#### **Course Description:**

This course functions as an introduction to graduate study in communication at the University of Oklahoma. It is designed to introduce incoming graduate students to the nature of advanced professional study. The focus will be on the major social science theories and theoretical perspectives of the communication discipline. In addition, the course will introduce students to current trends in communication theory and research as well as many of the major theoretical and research issues facing communication researchers today. This course concerns the essence of scholarship, including reading and writing for science research, and the nature and role of theory within the function and process of research.

#### **Class Dates, Location and Hours:**

Dates: June 2 – 4 & 9 – 11, 2017

Location: College of Allied Health, OU Health Sciences Center, 1200 N. Stonewall, Oklahoma City, OK 73117-1215

Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.

Last day to enroll or drop without penalty: May 4, 2017

#### **Site Director:**

Email: [apokc@ou.edu](mailto:apokc@ou.edu). Phone: 405- 739-7365 or DSN 339-7365.

#### **Professor Contact Information:**

Course Professor: Elena Bessarabova, PhD

Mailing Address: Department of Communication  
University of Oklahoma  
Norman, OK 73019

Telephone Number: (240) 478-8198 (cell)

E-mail Address: [ebess@ou.edu](mailto:ebess@ou.edu)

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

#### **Textbook(s) and Instructional Materials:**

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fhcg.follett.com](mailto:0831mgr@fhcg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Littlejohn, S. W., Foss, K. A., & Oetzel, J. (2016). *Theories of human communication* (11<sup>th</sup> ed). Long Grove, IL: Waveland Press, Inc. ISBN 9781478634058.
2. Materials posted on Canvas: <http://canvas.ou.edu>; enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

### **Course Objectives:**

At the end of the course, the student will have a broad understanding of communication theory and theory development, and become familiar with most of the current issues generating research within the communication discipline.

### **Assignments, Grading and Due Dates:**

#### **Readings:**

Before class, the student is expected to have read **the required text** (Littlejohn et al., 2016) along with the readings assigned in the reading list posted on Canvas. Students should come to the first class session with a list of concepts and/or problem areas that pose difficulties for them.

#### **Attendance and Participation:**

Students are expected to attend all class sessions and to participate actively in the discussions. Because this is an accelerated course, attendance during the week of in-classes meetings is critical. Note that attendance does not constitute participation. Participation will be assessed based on the frequency, depth, and thoughtfulness of a student's contribution to class discussions.

#### **Theory Paper:**

This assignment involves a summary and assessment of the major theories in the student's broad content area of communication interest (e.g., international, interpersonal political, health, social influence, mass media). Although descriptive in nature, your paper should clearly go well beyond the content presented in the *Communications Theories* text. **This paper will be due three weeks following the final class meeting, July 2, 2017.** Students should write a double-spaced, typewritten essay of 8-10 pages of text in APA format (with separate title page, abstract page, and reference section not included in the page count).

Paper content: Each paper should cover the following main points.

**Historical roots:** Examine the history of the theory. Who are the originators of this theory? When and where did the researcher(s) develop it? Where there any special circumstances under which the theory was developed? Were there any questions or social problems that the theory was attempting to address?

**Development:** Trace the development of the theory. What were the key concepts, axioms and postulates, hypotheses, theoretical relationships, or explanations in the theory when it was originated? In what ways has the theory developed over time? For what reasons? Be sure to identify the important research and the researchers who have contributed to theory's development.

**Current research:** Analyze the current research trends related to your particular theory. In what areas of research is the theory being tested or applied, and with what degree of success? What questions or concerns have been raised about the present state of the theory? Is the theory still useful today or has it become outdated, significantly modified, or replaced by a better theory? What developments in this theory do you think are still needed? What questions regarding this theory and its application remain unanswered or unaddressed?

**Summary-Reflection Papers:**

A summary-reflection of readings assigned for each day of class is due before the beginning of class: We have 6 class meetings, thus 6 reflections are due. Each paper should be a double-spaced, 3 - 5 page submission. The paper should be insightful and showing good understanding of readings. This assignment is to be uploaded on canvas **24 hours before the first day of class.**

**Final Exam:**

There will be a final exam consisting of multiple-choice, true-false, and short-answer questions administered during **the last class session**, covering the material in the book and in class. Exam review will be conducted the day before the exam.

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

<b>Assignment</b>	<b>Due Date</b>	<b>Percent of Grade</b>
Attendance and Participation	All class sessions	20%
Summary-Reflections Papers	24 hours before the beginning of class (i.e., 5:30 on Thursday)	20%
Theory Paper	Three weeks following the final class meeting, <b>July 2, 2017</b>	30%
Exam	Last class session	30%

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

Elena Bessarabova, Ph.D.

### Education

- 2010 – Ph. D. in Communication from the University of Maryland at College Park
- 2004 – M. A. in Organizational Communication from the University of Texas at Austin
- 1998 – B. A. with Honors in Linguistics and Education from Kuban State University (Krasnodar, Russia)

### Current Positions

- Assistant Professor, University of Oklahoma, Norman, OK
- Advanced Programs professor since 2010

### Frequently Taught Advanced Programs Courses

- COMM 6433 Seminar in Intercultural Communication
- COMM 5253 Cross-Cultural Communication: Theory and Research
- COMM 5393 Risk Assessment and Communication

### Major Areas of Teaching and Research Interest

My research program is within the areas of social influence and intercultural research. Within social influence, I am interested in the effects of discrepancy, emotion and resistance on risk perception and message-processing. In the realm of intercultural communication, I am interested in cross-cultural differences in information integration regarding risk. I also study credibility assessment, in particular, how culture informs the differences in verbal and nonverbal cues that might be associated with deception.

### Representative Publications and Presentations

- Bessarabova, E., Miller, C. H., & Russell, J. (in press). A further exploration of the effects of restoration postscripts on reactance. *Western Journal of Communication*.
- Bessarabova, E., Piercy, C., King, S., Vincent, C., Dunbar, N. E., Burgoon, J. K., Miller, C. H., Jensen, M., Elkins, A., Wilson, D., Wilson, S. N., & Lee, Y.-H. (2016). Mitigating bias blind spot via a serious video game. *Computers in Human Behavior*, 62, 452-466. doi:10.1016/j.chb.2016.03.089
- Jensen, M. L., Lee, Y. H., Piercy, C. W., Dunbar, N. E., Elizondo, J., Bessarabova, E., Twyman, N. W., Burgoon, J. K., Valacich, J. S., Adame, B., Miller, C., Wilson, S. (2016). Exploring failure and engagement in a complex digital training game: A multi-method examination. *AIS Transactions on Human Computer Interaction*, 8, 1-19.
- Lee, Y.-H., Dunbar, N., Miller, C., Lane, B., Jensen, M., Bessarabova, E., Burgoon, J., Adame, B., Valacich, J., Arterburn, E., Bostwick, E., Piercy, C., King, S., Elizondo, J., & Wilson, S. (in press). Training anchoring and representativeness bias mitigation through a digital game. *Simulation & Gaming*. doi:10.1177/1046878116662955
- Bessarabova, E., Turner, M. M., Fink, E. L., & Blustein, N. B. (2015). Extending the theory of reactance to guilt appeals: “You ain’t guiltin’ me into nothin’.” *Zeitschrift für Psychologie*, 223, 215-224. doi:10.1027/2151-2604/a000223
- Bessarabova, E. (2014). In-group favoritism and deception: A comparison of Russian and American cultures. *International Journal of Intercultural Relations*, 39, 9-21. doi:10.1016/j.ijintrel.2013.09.001
- Dunbar, N. E., Miller, C. H., Adame, B. J., Elizondo, J., Wilson, S. N., Lane, B. L., Allums Kauffman, A., Bessarabova, E., Jensen, M. L., Straub, S. K., Lee, Y.-H., Burgoon, J. K., Valacich, J. J., Jenkins, J., Zhang, J. (2014). Implicit and explicit training in the mitigation of cognitive bias through the use of a serious game. *Computers in Human Behavior*, 37, 307-318. doi: 10.1016/j.chb.2014.04.053
- Dunbar, N. E., Jensen, M. L., Bessarabova, E., Burgoon, J. K., Bernard, D. R., Robertson, K. J., Kelley, K. M., Adame, B., & Eckstein, J. M. (2014). Empowered by persuasive deception: The

effects of power and deception on dominance, credibility, and decision making. *Communication Research*, 41, 869-893. doi: 10.1177/0093650212447099

- Bessarabova, E., Fink, E. L., & Turner, M. (2013). Reactance, restoration, and cognitive structures: Comparative statics. *Human Communication Research*, 39, 339-364. doi: 10.1111/hcre.12007
- Dunbar, N. E., Wilson, S., Adame, B., Elizondo, J., Jensen, M. L., Miller, C., Allums, A. Seltsam, T., Bessarabova, E., Vincent, C. Straub, S., Ralston, R., Dulawan, D. L., Paiz-Ramirez, D., & Squire, K., Valacic, J., & Burgoon, J. K. (2013). MACBETH: Development of a training game for the mitigation of cognitive bias. *The International Journal of Game Based Learning*, 3(4), 7-26.
- Park, H. S., Levine, T. R., Weber, R., Lee, H., Figari, L. T., Botero, I. C., Bessarabova, E., Guan, X., Shearman, S., & Wilson, M. S. (2012). Individual and cultural variations in direct communication style. *International Journal of Intercultural Relations*, 36, 179-187.
- Jensen, M. L., Bessarabova, E., Adame, B., Burgoon, J. K., & Slowik, S. (2011). The influence of dominance, question type, and guilty verdict on linguistic features associated with deception: An examination of criminal interviews. *Journal of Language and Social Psychology*, 30, 357-375. doi: 10.1177/0261927X11416201
- Orehek, E., Bessarabova, E., Chen, X., & Kruglanski, A. W. (2011). Positive affect as informational feedback in goal pursuit. *Motivation and Emotion*, 35, 44-51.

### **Major Professional Affiliations**

- International Communication Association
- National Communication Association