



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

COMM 5013-102: Introduction to Graduate Study

Note: The information on the site location and hours below is for informational purposes **only**. Out of an abundance of caution, this course will be held online using platforms and methods based on the professor's choice. **Please contact your professor for more information on actual meeting times.** This course will count as face-to-face for students who complete the required assignments and modules.

Course Description:

This course provides 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. Initial sessions will provide an overarching, macro perspective look at the communication discipline, including different perspectives for approaching the study of communication, the process of constructing theory, and how to evaluate/critique theory. Subsequent sessions will focus on providing an overview of a range of major theories in different communication contexts (e.g., interpersonal, small groups/organizational, social influence, intercultural, health, and mass media).

Class Dates, Location and Hours:

Dates: September 21 – 27, 2020
Format: Contact professor for specific meeting and format information
Last day to enroll or drop without penalty: August 23, 2020

Site Director and Information for VA Benefits:

Location: Washington, D.C. Liaison Office - 2189 Crystal Plaza Arcade, Arlington, VA, 22202.
Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.
Email: apwashington@ou.edu. Phone: 703-418-4800.

Professor Contact Information:

Course Professor: Norman Wong, Ph D.
Mailing Address: Dept. of Communication, Burton Hall, Room 213, University of Oklahoma, Norman, OK 73019-2081
Telephone Number: (405) 443-9664
Email Address: nwong@ou.edu
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Instructional Materials:

Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Course Objectives:

At the end of the course, the student will have a broad understanding of communication as studied within different contexts, and the processes involved with theory development and evaluation.

Course Outline:

Date	Subject	Readings
9/21	Communication as a field	Beniger (1993); Berger (1991); Pfau (2008); Shoemaker (1993); Benoit and Holbert (2008)
9/22	Theory development, evaluation, evaluation, and integration	Lynham (2002); Weick (1989); Fiske (2004); Turner and Pratkanis (1988); Fox and Tokunaga (2016)
9/23	Interpersonal communication	Osatuyi et al. (2018); Petronio (2010); Etcheverry et al. (2013); Ledbetter et al. (2013); Baxter (1994); Burgoon (1993); Theiss & Knobloch (2013)
9/24	Small groups and organizational communication	Hirokawa (1988); Bakar and Sheer (2013); terHoeven et al. (2017); Zanin et al. (2016); Kramer and Danielson (2017)
9/25	Mass communication	Scharer and Blackburn (2018); Feezell (2018); Liu et al. (2017); Wright and Silberman (2018); Moyer-Guse et al. (2019); Moyer-Guse and Nabi (2010)
9/26	Social influence and health communication	Kitchen et al. (2014); McGrath (2017); Mabry and Turner (2016); Compton et al. (2016); Quick et al. (2015); Richards et al. (2017); Robbins & Niederdeppe (2015); Sohler et al. (2015); Carcioppolo et al. (2013)
9/27	Intercultural communication	Oetzel and Ting-Toomey (2003); Kim (1994); Markus & Kitayama (2010); McKay-Semmler and Kim (2014)

Assignments, Grading and Due Dates:

The student is expected to have read all of the assigned readings and be prepared for the course.

Reflection Papers:

You are expected to attend all class sessions and to participate actively in the discussions. Beginning on the **first day**, you are expected to submit onto the Canvas Dropbox, a short reflection paper to the set of readings for that class session. These reading responses should be between 1 to 1½ pages long (single-spaced, 12-point Times font). Specifically, be sure to address the following:

1. What you found most striking, interesting, or surprising and why
2. Connections that you saw between articles in the week or in the course
3. Any critiques or concerns you had with the way the study was conducted (i.e., for empirical pieces), or of the arguments presented by the author(s) (i.e., for review/theory pieces).

Discussion Questions:

You are expected to come up with **two** thoughtful questions about the set of readings and be prepared to share these in class. You may be called on to share your questions, so be prepared.

Paper 1: Theory Evaluation Paper:

This assignment involves a **summary and critique** of a major theory found in your own broad content area of communication interest (interpersonal, small groups/organizational, social influence, intercultural, mass communication, health). You can choose one of the theories covered in our set of readings for the assignment, or pick another one used within communication (get it preapproved by me). You are expected to write a double-spaced, 12-point Times font research paper **10-12 pages in length** in APA format (**not**

including title page, abstract page, and references). A handout on APA format will be made available on Canvas. This assignment is due **Sunday, September 27, 2020 on Canvas by 11:59 p.m.**

Paper 2: Theory Integration Paper:

This assignment is designed to get you to think critically about integrating and testing/applying communication theories in our discipline to a specific communication context. Your job is to **choose 2** different communication theories/models/frameworks to integrate in some manner and develop (1) a set of testable hypotheses derived from the integrated theories, or (2) a set of research questions to be answered through making observations. You are expected to write a double-spaced, 12-point Times font typewritten research prospectus **10-12 pages in length** in APA format (not including title page, abstract page, and references) whereby you provide an overview of the theories/models/frameworks to be integrated, culminating in either a set of testable hypotheses or research questions stemming from a carefully articulated literature review & rationale. This assignment is due **Sunday, October 11, 2020 on Canvas by 11:59 p.m.**

Grading:

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

Assignment	Due Date	Percent of Grade
Reflections	1 Hour Before Class	20%
Discussion/Participation	N/A	10%
Theory Evaluation Paper	September 27, 2020	30%
Theory Integration Paper	October 11, 2020	40%

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

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 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

Norman C. H. Wong, Ph.D.

Education

- Ph. D. 2005, University of Georgia. Department of Speech Communication, Major: Speech Communication
- M. A. 2000, University of Hawaii at Manoa. Department of Speech, Major: Speech
- B. A. 1997, University of Hawaii at Manoa, Department of Speech, Major: Speech

Current Positions

Associate Professor, Department of Communication, University of Oklahoma

Major Areas of Teaching and Research Interest

- Health communication
- Social cognition
- Social influence
- Interpersonal communication
- I am particularly interested in designing mass-mediated health communication messages aimed at promoting healthy practices (e.g., getting vaccinations) and preventing risky health behaviors (e.g., smoking, binge drinking) within the context of health communication campaigns.

Representative Publications and Presentations

- Ma, H., Wong, N., & Miller, C. (in press). Don't let the tornado get you!: The effects of agency assignment and self-construal on responses to tornado preparedness messages. *Health Communication*.
- Lookadoo, K. L., & Wong, N. C. H. (2019). "Hey guys, check this out!": Investigating media figure-user relationships and celebrity endorsements on Twitter. *Journal of Social Media in Society*, 8(1), 178-210.
- Wong, N. C. H. (2019). Injunctive and descriptive norms and theory of planned behavior: Influencing intentions to use sunscreen. *Women's Health and Complications*, 2(1), 1-7.
- N. C. H. (2018). Well that was unexpected: Effect of intimacy and commitment on responses to an interpersonal expectancy violation. *Studies in Media and Communication*, 6(2), 45-56.
- Wong, N. C. H., & Bostwick, E. (2017). #WhyITold: A pilot test of Twitter messages aimed at promoting bystander intervention against domestic violence. *Studies in Media and Communication*, 5(2), 166-175. [doi: 10.11114/smc.v5i2.2763](https://doi.org/10.11114/smc.v5i2.2763).
- Wong, N. C. H., Lookadoo, K. L., & Nisbett, G. W. (2017). "I'm Demi and I have bipolar disorder": Effect of parasocial contact on reducing stigma toward people with bipolar disorder. *Communication Studies*. Advance online publication. [doi: 10.1080/10510974.2017.1331928](https://doi.org/10.1080/10510974.2017.1331928).
- Wong, N. C. H., Nisbett, G. S., & Harvell, L. A. (2016). Smoking is So Ew!: College smokers' reactions to health- vs. social-focused antismoking threat messages. *Health Communication*. Advance online publication. [doi: 10.1080/10410236.2016.1140264](https://doi.org/10.1080/10410236.2016.1140264).

Representative Honors and Awards Received

- 2005. Top 4 Student Paper. Interpersonal Communication Division, International Communication Association.
- 2005. Dissertation Completion Assistantship. University of Georgia.

Major Professional Affiliations

- Member: National Communication Association
- Member: International Communication Association