

04 / 01 / 08

Tuesday, April 01, 2008
12:54 PM

- Office Hours: Ellison 4810 @ 9:30 - 11:00 AM

- What is Theory?
 - Metatheory: theorizing about what theories are
 - Any attempt to explain or represent a phenomenon
 - Often based on missing information
 - Can be cast away when information doesn't fit
 - How do people misunderstand one another?
 - "the explanations people use to resolve ambiguities of life
 - "To theorize is to respond to meaningful questions with tentative answers"

04 / 03 / 08

Thursday, April 03, 2008

11:49 AM

- What is a Theory
 - Any attempt to explain or represent a phenomenon
 - More specifically:
 - Sets of concepts and their relationships
 - Based on systematic observation
 - To tell us how and why events occur

- Why Communication Theory?
 - Enables us to be better communicators
 - Has practical value, think ad campaigns (hunches vs. theories on persuasion)
 - Allows us to interpret communication events in flexible (multiply applicable), useful (practical), and discriminating (judge some behaviors or approaches against others) ways

- **Approaches to Communication Theorizing**

- Paradigm
 - Even bigger than a theory
 - A scholar's intellectual "world view"
 - Not just a set of concepts about a specific topic like a theory, but more encompassing
 - Can guide and influence many more of your beliefs (i.e. are people basically good or bad? This will dictate many of your other actions.)
 - Important because:
 - Influences the kinds of theories we construct
 - Sets up everything else
 - Influences the methods we use to test these theories
 - Two Broad Paradigms:
 - **Science and Humanities**
 - Communication scholars are "social scientists"
 - Others are "rhetoricians" or "critics"
 - Some draw from both traditions
 - Let's look at the extreme differences first...

- Ontological Differences
 - How does human nature / behavior work?
 - Scientific Theorizing: emphasis "determinism"
 - Explain social behavior in terms of **causes and effects**
 - Goal is to identify probabilistic "laws" of behavior
 - All factors in your decision making process are important
 - Humanistic Theorizing: emphasizes "free will"
 - Explains actions as individual choices / rules
 - Each individual action is unique, how did you feel about it, what did you do, how did you interpret, unique from how someone else did
 - Goal is to develop understanding of each unique experience

- Epistemological Differences
 - How do we know / study human reality?
 - Scientific Theorizing:
 - Reality is "out there" to be "discovered"
 - Observe attitudes and behaviors "objectively" (as much as possible)
 - Try to control personal biases
 - Humanistic Theorizing:
 - Reality is "created" and "interpreted"
 - Perfectly suited for the arts
 - Researcher and subjects are inseparable
 - "subjective" interpretations important
 - **Neither approach attempts to prove truth!**

- Axiological Differences
 - What do we do with values?
 - Science
 - Keep values distant - stereotypical amoral scientist
 - Humanism
 - Bring values to bear
 - Especially "critical" theories

- Where do Communication Theories Fit Into these Extremes?
 - Some fit into the extremes while others fit in between

04 / 08 / 08

Tuesday, April 08, 2008
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- Two Broad Paradigms
 - **Scientific Theorizing:**
 - "Determinism" (cause and effect explanations, laws)
 - Reality is "out there" (objectivity)
 - Keep values and biases controlled
 - **Humanistic Reasoning**
 - "Free will" (individual Choices / Rules)
 - Reality is interpreted (subjectivity)
 - Bring values to bear
- Three Types of Communication Theories
 - **"Covering Laws" Theories**
 - Attempt to create general explanations that apply widely across many situations
 - Very **scientific** (aka "positivistic") = there are laws that govern ALL behavior
 - Typically use **quantitative** and **empirical** methods to test hypothesis
 - Examples: URT (uncertainty reduction theory), CAT (communication accommodation theory), EVT, etc.
 - **"Rules" Theories**
 - Attempt to identify the **rules** people use to regulate their own behavior (in specific, individual contexts)
 - Draws upon:
 - Humanistic focus on **choice**
 - But also science (regularities of observed behavior) (not every choice is unique)
 - Called "interpretive" approach
 - Typically use **qualitative** methods
 - Examples: CMM (Coordinated management of meaning), Structuration
 - Blends both the Humanistic and Scientific Reasoning
 - **"Systems" Theories**
 - Attempts to explain behavior as interdependent relationships within a **system**
 - Doesn't fit into the two categories of humanistic and scientific
 - Draws from Science and Humanism, is kind of its own thing
 - Uses Qualitative and Quantitative methods (depends on the data gathering of the system, can be either way)
 - Examples: Interactional View, Organizational Networks, etc.
- Role of Theory in Research
 - **Theories Organize Experience**
 - Focus attention on important factors / variables, ignore the rest
 - Often "reductionistic" (everything influences everything else = not enough)
 - **Theories Stimulate and Guide Research**
 - Point to ways to test predictions
 - **The Process is Cyclical**

	Theories	
Empirical Generalizations		Hypothesis
	Observations	

 - Yellow only applies when you start with the observations part and called induction
 - Induction is called "Grounded Theory" starts where the people are
 - Deduction tests theories with observations later
 - Doesn't matter where you start, you are influenced by past work anyway
- To Build a Theory, we Should Have
 - Curiosity (a good start, most study what annoys them the most)
 - Adequate Knowledge (have to be thorough and do background research)
 - Willingness to be surprised (can't say "well I know how things work")

- Appreciation of multiple perspectives
- Evaluating Theory: What Makes a Good One?
 - **Scope and boundaries**
 - How much about communication does the theory cover?
 - Example: In Relationships Initial encounters only? Relationships over time?
 - Example: Effects of TV violence? Or mass media effects in general?
 - Shouldn't be too narrow , but also not to broad to be meaningful.
 - **Testability (Falsifiability)**
 - Can the theory (or its concepts) really be put to the test?
 - Should be possible to get findings that would show the theory is **wrong**
 - If every answer you get supports your theory, then it really isn't that useful (well, both high and low scores are good, what's the significance of your study.)
 - Example: Attribution Theory (can test the kinds of attributions people make) (internal / external attributions) (cannot test whether people make attributions on their own)
 - **Predictive Power**
 - How accurately does the theory predict events?
 - Third Person effect: we think media influences others far more than ourselves (the unwashed masses out there)
 - Given certain conditions, can we expect certain behaviors?
 - Some theories only explain events after the fact (i.e. Groupthink)
 - **Explanatory Power**
 - How well does the theory *explain* the phenomenon?
 - Third person effect falls apart here...
 - Does the theory specify mechanisms / reasons for how variables fit together?
 - Does the theory explain the complexities of the data?
 - **Parsimony**
 - How (elegantly) simple is the theory?
 - Doesn't mean easy to understand, but still simple. (not a well duh, but does a lot)
 - Does the theory account for all the factors, but in a nice, neat package?
 - Example: Einstein's Theory of Relativity $e=mc^2$ (whole universe)
 - Too complicated to be of use?
 - **CONTINUED ON NEXT DAY**



04 / 10 / 08

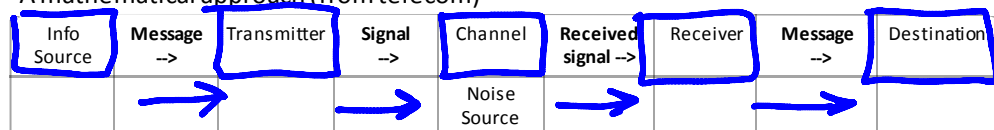
Thursday, April 10, 2008
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- Extra credit is available (2 point bonus for additional hour)
- **Evaluating Theory: What Makes a Good One? (CONTINUED FROM YESTERDAY)**
 - **Heurism = heuristic value**
 - Does the theory generate new research and or new thinking?
 - Example: Social Cognitive Theory (formerly social learning theory) has stimulated study after study since the '60s
 - **Practical Utility**
 - Usefulness in "real life"
 - How useful is the theory?
 - For people's lives? (what kinds of media should parents let kids watch)
 - For society, policy makers, etc.? (how should we regulate media messages)
 - How well does the theory answer the "so what?" question? (are they just stating the obvious (or making just categories) or more applicable?)

- Theories About Language / Verbal Messages

- **Information Theory (Shannon and Weaver)**

- Not transactional, linear, had a lot to do with telephones
- Focus: transmission and reception of *signals* through channels
- A mathematical approach (from telecom)



- Important concepts:
 - Entropy: randomness, causes uncertainty
 - ★ □ Information: a measure of entropy, uncertainty (not common sense notion of information) (associated with greater uncertainty, because more can reduce it, no information = certainty = nothing new, information only exists when there is uncertainty)
 - ★ □ Redundancy: a measure of certainty, predictability (repeated situations)
- Criticism:
 - Works great for things like phone lines, but not for interpersonal (model is very one way, but communication is a process)
 - Doesn't account for exchange / feedback of messages (AT THE SAME TIME)
 - Doesn't deal with understanding and its importance
- Current Use:
 - Long gone for Interpersonal communication
 - Has had a resurgence in other fields: (neuro-psychology and human-computer interaction)

- **Symbolic Interaction Theory (Mead et al.)**

- Premises:
 - We act toward others based on the meanings those others hold for us
 - ◆ Can result in a "self-fulfilling prophecy"
 - ◆ Meaning arises out of social interaction
 - Use symbols / language to create a joint "reality"
 - ◆ In Sociology: focus in on societal joint action (marriage, war, trade, church worship, etc.)
 - ◆ In Communication: focus in more interpersonal (conversations, etc.)
 - Meaning is maintained or modified through an interpretive process
 - ◆ Called "minding" or "thought" --> Conversation with Self

- ◆ Role taking is also a key part (how are others interpreting our behaviors)
- The Self - a dual conceptualization
 - The "I" (the acting self)
 - The "Me" (the observing self, "looking-glass self", yourself through other's eyes)
 - Takes into account the "generalized other" - perception of how people / the culture in general sees you.
- Self concept is a process. (not a thing that exists, but actually is an ongoing process)
 - Acting ("I"), Role Taking ("Me" & "Generalized Other"), and Interpreting
 - Isn't self-esteem or confidence, but is a social process (who am I to everyone else)
- Criticisms:
 - Very different to test ideas, can't isolate anything
 - Rings true, has utility, but can't tell whether it's going on or not

04 / 15 / 08

Tuesday, April 15, 2008

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- Theories about Language/Verbal Messages (continued): Language and Meaning
 - **Coordinated Management of Meaning (Pearce and Cronen)**
 - Assumptions:
 - Communication is **the primary social process** of human life
 - Communication is not a tool we use
 - We live in communication ("persons-in-conversation")
 - Persons-in-conversations are engaged in **rules** for interaction
 - Rules of meaning (constitutive) = rules that tell us how to interpret each other's comments
 - Meaning comes from joint action (we co-create reality) in conversation contexts
 - ◆ Organized in a hierarchy
 - ◆ Agree with social construction
 - Coordination
 - Process of meshing actions
 - Both participants feel that it makes sense
 - But -> interactions can be "coordinated" without participants interpreting things the same way
- Theories about Language/Verbal Messages (continued): Language and Culture
 - **Communication Accommodation Theory (Giles and Colleagues)**
 - Originally called the Speech Accommodation Theory
 - Main Idea: We adjust (accommodate) our speech (or nonverbal) when communicating with others
 - Assumes that:
 - There are linguistic differences
 - Our perceptions / judgments of conversations are important
 - Language gives us information about status and group membership
 - There are norms or accommodation
 - Why shift our speech (or nonverbals)?
 - Improve our understanding and efficiency
 - Maintain positive **social identity** [Draws upon Social Identity Theory (SIT)]
 - Types of Accommodation:
 - Convergence: --> <-- shifting toward the other person's speech style
 - Divergence: <-- --> Accentuating speech differences
 - Maintenance: No Shift at All (but often perceived as divergence)
 - ★ ▪ What Leads to Convergence?
 - Desire for social approval or liking
 - Desire to gain from those in power (job interview or prestige)
 - Desire to foster shared group identity (I'm one of you)
 - Often based on stereotypes or expectations
 - Perceptions of Converging speakers
 - ◆ Typically positive ratings
 - ◆ Confidence, liking, immediacy, solidarity, and intelligibility
 - ★ ▪ What leads to divergence?
 - Want to maintain group distinctiveness
 - Create distance from an out-group
 - Want to show power difference or control
 - Perceptions of diverging / maintaining speakers
 - ◆ Typically negative reactions
 - ◆ Hostility, unfriendliness

- [Continued Tomorrow](#)

04 / 17 / 08

Thursday, April 17, 2008
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- [Continued From Day Before](#)
- Theories about Language/Verbal Messages (continued): Language and Culture
 - **Communication Accommodation Theory (Giles and Colleagues) (continued)**
 - ★ **Over-accommodation: shifting too much or incorrectly**
 - Often toward your stereotyped notions of a group's speech
 - Or to what you think they understand
 - Typically perceived negatively
 - Seems patronizing or insincere
 - **Comments**
 - Whether we converge or not, there are plenty of consequences
 - Incredible Heurism! (incited many research projects)
 - Applied now to intergenerational communication, families, police / community, etc.
 - Getting very complex in its usage by researchers'
 - Fuzziness with "accommodation" as a term (accommodation vs. non accommodation instead of convergence vs. divergence)
 - **Theories About Non-Verbal Messages**
 - **Linguistic Approach (to Non-Verbal Communication)**
 - Not named this way, but is a way of uniting different methods under one umbrella
 - Main Idea: study non-verbals like language (mapping of emblems etc.)
 - Study the Semantic meaning of Signs (what they literally mean, can be cross-culturally)
 - Study the Syntactic Structure (has to deal with the order, how they are put together)
 - Often "taxonomies" of non-verbal behaviors
 - Non Verbal Areas of Study
 - ◆ Kinesics (bodily activity) (e.g. Ekman and Friesen)
 - ◆ Proxemics (use of space) (e.g. Hall)
 - ◆ Haptics (touch)
 - ◆ Chronemics (time)
 - Problems with the Linguistic Approach
 - Non verbal codes are "analogic" rather than digital (don't instantly change)
 - Separating non-verbals from each other misses the bigger picture
 - More recent approaches: how non-verbals combine to influence certain perceptions of interaction (see Reading #2 on "immediacy")
 - **Expectancy Violations Theory (Burgoon & Colleagues)**
 - Main Focus: how we react when our (nonverbal) expectancies are violated
 - Expectancy: prediction we have about what people will do (non-verbally)
 - Context
 - **Cultural norms, setting** (UCSB, Big Lecture Hall, Office, etc.) Expectancies can change based on location (in office vs. non in office)
 - **Relationship**: similarity, liking, familiarity, status
 - **Communicator Characteristics**: demographics, looks, personality, communication style
 - When Expectancies are Violated:
 - Behavior gets **noticed** (increased arousal - generic emotional)
 - Need to interpret **meaning** of it
 - Need to **evaluate** violation: "**violation valence**" (positive or negative)
 - To Violate or not to Violate?
 - If social consensus about the behavior:
 - ◆ Socially positive behavior --> Do MORE of it than expected (thank you cards)
 - ◆ Socially negative behavior --> Do LESS of it than expected (burps in public)
 - ◆ If no consensus --> then "**communicator reward valence**" matters (likely rewards / cost from the communicator)

- ◆ Rewarding communicator --> positive evaluation and reward valence
- ◆ Negative / Punishing Communicator --> negative evaluation and reward valence
- Comments / Critiques
 - Hard to reproduce these studies
 - Generally among friends, affection is a positive thing, and they did find this
 - Didn't like it if you did a lot less affection
 - Found that if you went to far, people felt odd (too much affection become ambiguous, or did it mean a violation... theory can't tell)
 - Generated a lot of research and thinking
 - Have trouble testing about reciprocity (you want affection and you do it for them)

04 / 18 / 08 - Discussion Section

Friday, April 18, 2008

9:13 AM

Hayes, A F. (2007). Exploring the Forms of Self-Censorship: On the Spiral of Silence and the Use of Opinion Expression Avoidance Strategies. *Journal of Communication*, 57, 785-802.

Volume number and book italicized

Article name not italicized, only first letters capitalized (NOT OF EVERYWORD)

Names shortened to last, fi. mi.

Theory application assignment DUE

(can't use same theory as your presentation)

Paper Landmark: Communication issues for both articles

04 / 22 / 08

Tuesday, April 22, 2008
12:34 PM

- Theories of Cognition and Communication
 - **THE SOCIAL COGNITION APPROACH (a branch of social psychology)**
 - The study of how people make sense of others and themselves
 - Some topics: attitudes, stereotyping, impressions, etc.
 - Combines cognition (brain stuff: memory) with motivation
 - Limitations of cognitive system (memory, attention, etc.)
 - Influences of goals / needs / rewards
 - How we mentally organize information about others... (e.g. attributions / schemas)
 - Example: Attribution Theory (see Comm 1)
 - **Cognitive Schema Theory**
 - Logically we piece stuff together (45 min, slices, coke = pizza), says we have a pizza schema
 - Schema: mental structure for representing generic concepts stored in memory
 - We have them for all things like the restaurant experience,
 - Used to guide encoding, organization, and retrieval of information
 - Relatively stable over time
 - Created through repeated experiences
 - New experiences often activate existing schemas you have in mind
 - ◆ Media, interactions, etc. all create or activate schemas
 - Get modified through:
 - ◆ Accretion (new info fits into an existing schema) doesn't violate, just add it in
 - ◆ Tuning (adjust or fix schema to fit new info) have to broaden schema to include
 - ◆ Restructuring (create new schema altogether) start from scratch
 - **Cognitive Miser Model (Chaiken and Others)**
 - Main ideas:
 - Humans have a limited cognitive capacity
 - Strive to conserve mental effort
 - Use "heuristics" to process information (rules used as mental shortcuts)
 - Example: "availability heuristic" = make judgments (frequencies, etc.) based on what you remember ("available" in memory) rather than on data
 - Example: "affect heuristic" = emotions, more attitude than cognition, based on how emotions are tied to your estimates on things (when positive emotions are tied to something, they will think of them as more likely)
 - ◆ 7/36 chance to win 9 dollars, group 1 else get 0, group 2 lose 5 cents, group 2 more likely to take the bet, oddly enough.
 - Example: "Consensus heuristic" = when everyone else does it, it's probably not wrong
 - Process "systematically" only what we *must*
 - Why is it important for communication?
 - If we are processing info a certain way, we will act a certain way
 - Have to adjust schemas in interpersonal communication
 - Affects small group ratings

04 / 24 / 08

Thursday, April 24, 2008

12:31 PM

- Theories of Message Processing and Persuasion
 - **What is Persuasion?**
 - Not just gaining compliance
 - Persuasion Involves
 - **attitude change** = convincing them you are right, feel a certain way, change in mental evaluation of something
 - **social influence** = change occurs because social agents using communication
 - **Cognitive Dissonance Theory (Festinger)**
 - Discord between beliefs / attitudes / behavior --> DISTRESS !!!
 - Dissonance = mental jarring
 - To persuade: provoke dissonance, and then provide a way to reduce it
 - Reducing dissonance:
 - Beforehand: try to prevent it (selective exposure, attention)
 - After a decision: rationalize (need reassurance, remove nagging doubts)
 - When feeling inconsistent:
 - ◆ Example: attitude: good to be healthy / belief: ice cream is unhealthy / behavior: I eat lots of ice cream
 - ◆ Shift the belief, the attitude, or behavior (quit ice cream, or its not bad)
 - ◆ Add consonant cognition / attitudes: add new ones that shift your focus (this is all I eat that's unhealthy, I'm going to exercise later)
 - ◆ Reduce importance of cognition/attitude/behavior (I don't care anyway, in the big picture it doesn't matter)
 - ◆ Evidence that you need only minimal justification to shift your attitude around.
 - Dissonance will likely be greater if:
 - Important decision
 - Irreversible action
 - Much time or energy invested
 - Problem:
 - Are we really that uncomfortable with dissonance?
 - What level are we comfortable with living with?
 - Alternative explanation: inconsistency is with behavior and self-concept (Aronson)
 - **Elaboration Likelihood Model (ELM) (Petty and Cacioppo)**
 - Main Ideas:
 - Assumes people are motivated to hold "correct" attitudes
 - People vary as to how much they cognitively "elaborate" on persuasive messages
 - Different factors are persuasive, depending on the amount of elaboration
 - A dual process approach:
 - Two cognitive routes to persuasion
 - Option 1: Central Route: persuasion results from elaboration; thoughtful consideration of an argument (essentially talked yourself into it, heard what they had to say, but weighed the options yourself)
 - Option 2: Peripheral Route: persuasion is results of attention to superficial cues in the context; heuristics
 - Occurs on a continuum: Peripheral <----->Central
 - ◆ You can do both at the same time, but the more you do of one, the less you do of the other.
 - What influences the amount of elaboration?
 - Motivation to process messages
 - ◆ Personal relevance / involvement (you just bought a car example)

- ◆ Need for cognition (personality trait, some need it more than others)
- Ability to process messages
 - ◆ Distraction / time constraints
 - ◆ Prior knowledge / understanding
- Overall:
 - Less Motivation / Ability
 - ◆ Less Cognitive elaboration
 - ◆ Peripheral Cues are more important
 - High Motivation / Ability
 - ◆ Higher Cognitive elaboration
 - ◆ Persuasive Arguments are more important
- What Factors have been found to be persuasive?
 - If centrally processing:
 - ◆ Strong, high quality arguments
 - If peripherally processing
 - ◆ Source credibility, likeability, powerful language
 - ◆ Consensus of others (everybody else is doing it)
 - ◆ Message Length (not how good arguments are, but how many there are)
- Attitude Change
 - From central processing:
 - ◆ Lasts longer, predicts better behavior
 - ◆ Resists counter-persuasion
 - From peripheral processing:
 - ◆ More temporary, less predicative of behavior
 - ◆ Counter-persuasion susceptible

04 / 25 / 08 - Discussion Section

Friday, April 25, 2008

9:09 AM

- Theory application Assignment due
- Paper landmark: bring abstracts of articles for paper (at least two)

04 / 29 / 08

Tuesday, April 29, 2008

12:30 PM

- Theories of Message Processing and Persuasion
 - **Elaboration Likelihood Model (ELM) (Petty and Cacioppo)**
 - Recall from last time...
 - Two routes... central and peripheral
 - Less motivation or ability = less cognitive elaboration = **peripheral cues** more important
 - More motivation or ability = high cognitive elaboration = **persuasive arguments** more important
 - Peripheral = shorter durability and central = more durability
 - Problems:
 - Not very good at predicting persuasive effectiveness
 - What IS a "strong argument"? Not just when it will be effective (changes per person, central to one is peripheral to another)
 - You can pretest the arguments, but critics don't deem this to be satisfying
 - Are there really TWO paths? (according to some, the two are not conceptually distinct, just a matter of degree, not different thought processes)
 - **The Heuristic-Systematic Model (HSM) (Chaiken and Others)**
 - Very similar to ELM
 - Is a dual process model (aren't central and peripheral) processing is labeled "systematic" vs. "heuristic"
 - Chaiken also created another theory (**Cognitive Miser Model**) ... this one is very similar to the first (just an expansion of his argument in a different contexts)
 - Heuristics are just mental shortcuts - in ELM this is a form of peripheral processing
 - Results for persuasion are similar also (heuristic = more temporal persuasion) (systematic processing = more lasting persuasion, based on arguments)
 - Why do we need two theories?
 - They didn't read each other's work
 - Worked separately, in different fields, that's why different terms
 - May look similar, but there are key differences they will explain
 - Key differences are conceptual: (goal is to explain how the mind works when persuasive messages are received)
 - Using heuristics is default (we don't have much mental energy to go around)
 - Processes are parallel, not separate routes (can do both at once)
 - **Social Judgment Theory (Sherif)**
 - Focus: the attitudes we bring to persuasive encounters matter! (we have attitudes before we begin that matter)
 - **Anchor:**
 - Our basic position on a given issue
 - Can have a deep one, or a "wishy washy one"
 - "ego-involvement" important
 - ◆ When self concept is involved, you have a stronger anchor
 - ◆ When connected to moral values also very strong anchor
 - Position can change depending on frame of reference (salient issues)
 - **Latitudes:**
 - We have a range of positions relative to that anchor
 - Not just two sides, but what about animals? (okay to kill for food, fun, testing, etc.)
 - There are huge ranges of positions on issues
 - There are three latitudes:
 - ◆ **Latitude of Acceptance:** close to our anchor, things acceptable to us (vegetarian vs. vegan, vs. eating fish) (some people have a wider degree of this on issues)

- ◆ **Latitude of Rejection:** range of things that are just not acceptable
 - ◆ **Latitude of Noncommitment:** don't really care either way
- Role of Ego-Involvement
 - Digs in the anchor position, make it harder to shift around
 - If you have high ego-involvement (PETA activist)
 - Higher ego = smaller latitude of acceptance and larger latitude of rejection
- Persuasion involves two steps:
 - Step 1: when faced with a persuasive message, make a **perceptual judgment**
 - ◆ Judge where that argument is relative to your anchor
 - ◆ Biases in judgment:
 - ◇ **contrast effect** (when a persuasive message falls into latitude of rejection)
 - ◇ **Assimilation effect** (assume that the position they are arguing is closer to the position you have, happens within the acceptance latitude) (more likely to get persuasion with this kind of judgment bias)
 - Step 2: attitude change (shifting the anchor position)
 - ◆ If judged within the latitude of acceptance (or noncommitment)
 - ◇ Anchor shifts toward the message
 - ◆ If judged within the latitude of rejection
 - ◇ No shift or anchor shifts away from the message
- How big is the change?
 - If you are the persuader, you can't really control people far away from your position, but you go after the people on the middle ground (or stuck between)
 - Don't want to require people to change their views too far, the smaller the shift from their anchor, the more likely they are to be persuaded

05 / 01 / 08

Thursday, May 01, 2008
12:36 PM

- Paper landmark due in section: bring 2 abstracts of empirical studies for your paper, dealing with only 1 theory
- Theories of Message Processing and Persuasion
 - **Inoculation Theory (McGuire; Pfau and others)**
 - Focus: how people resist persuasion (particularly strategies you can use to help people resist future persuasion)
 - Social judgment theory also dealt with resistance on their own, but this one asks if you can make people resist
 - "Inoculation"
 - Metaphor of inoculation against disease (persuasion = infection)
 - Components
 - Threat: forewarn upcoming challenge (now don't let them fool you...)
 - Refutational Preemption: raise the challenges then refute them
 - How does this create resistance?
 - Threat triggers bolstering of existing attitudes (presumes you have attitudes)
 - Refutations provide "antibodies" to protect against attack (ammo for defense)
 - Protection can extend to a broad range of attacks (doesn't have to only work on a specific thing... people add to things in their minds)
 - Limitations
 - Modest, short-term effects
 - Must catch people before attitudes have already been attacked
- Midterm Exam: Tuesday May 6th
 - Review Guide on Sakai
 - Review Session: Monday, May 5, 4:30-5:40 Ellison 4829
 - 45-50 Questions (90-100 points) probably 47 questions
 - Multiple choice
 - Bring Parscore (pink form) and #2 pencil, bubble in info before
 - Coverage = all lectures and all readings (not example articles though)
 - Study Guidelines
 - Start with lecture notes, fill in with readings
 - Do not just memories the lecture slides!
 - Know / understand each theory:
 - What is the theory about (big picture)? Language, meaning, interaction, etc
 - What are the main concepts / ideas / assumptions (premise, definitions, etc.)
 - How similar to / different from other theories? (not all related, but some are)
 - What are major criticisms, if any? (not subjective, but ones raised in book, lecture, won't be questionable)
 - Types of Questions
 - Big picture questions (smattering of these)
 - ◆ Which language theory emphasizes...
 - Comprehension Questions (more of these)
 - ◆ According to theory x... which of the following is true...
 - ◆ What is meant by the idea that...
 - ◆ Not too many definitions here
 - Application Questions
 - ◆ You are having lunch with friends, when... Theory X would explain this as
 - ◆ Don't look for the best answer, look for the RIGHT answer on its own merit.
 - Practice Questions
 - Which theory **adopts the idea** that someone's personal involvement with an

not invented

issue is an important factor in how that person processes persuasive messages?

- a. Elaboration likelihood model (ELM) ← Does AP? Yes
 - b. Social judgment theory ← YES
 - c. Cognitive dissonance theory ← No
 - d. Expectancy violations theory - has nothing to do with persuasion
 - e. Both a and b
- Which of the following is true according to symbolic interaction?
- a. We use symbols to create a joint reality with others
 - b. The meanings that we hold about other people influence our actions toward those people
 - c. Changing your "generalized other" can change your perception of your perception of yourself.
 - d. All of the above
 - e. A and b only
- Gloria is an immigrant who entered the U.S. illegally. She lately hears arguments from politicians about various proposals to reform immigration policy in the U.S. Which of the following is a prediction ELM would make about how Gloria is likely to react to the argument she hears?
- a. Gloria will likely be against the reform proposals because the arguments will fall into here latitude of rejection. NO (SOCIAL JUDGMENT THEORY)
 - b. Gloria will likely pay close attention to the proposals and use much cognitive elaboration as she comes to a decision about immigration reform. (high involvement in this situation / closer attention according to theory) ↑
 - c. Gloria will likely not give much thought to the argument and instead focus on who it is that has presented the proposed reforms.
 - d. Gloria will likely be persuaded by the arguments she hears, because she did not hear in advance some other arguments that would have helped bolster her existing attitudes and create resistance. (inoculation theory)
 - e. All of the above

← easy to mark off

05 / 08 / 08

Thursday, May 08, 2008

12:34 PM

- Section work: Theory Application & Finding Theory for research articles in your paper
- Interpersonal Communication (Theories of Relational Development)
 - Classical Conditioning Theories
 - **Liking**: comes from experiencing reward in presence of person (paring person with positive things)
 - **Disliking**: from experiencing punishment... bad things happening (the opposite)
 - Person does not have to provide reward or punishment, but its because they are simply there (not that they brought you flowers)
 - Problem: far too simplistic (why remain in punishing relationships)
 - **Uncertainty Reduction Theory (Berger and Others)**
 - Focus is on role of communication in initial interaction (primarily)
 - Some important premises:
 - We desire more predictability in interaction
 - Uncertainty is stressful
 - We seek to remove uncertainty
 - An Axiomatic Theory (once you layout axioms, you can combine them to create theorems)
 - Axiom Highlights
 - High uncertainty --> High info seeking
 - More Verbal/Non-Verbal Communication --> More Areas of similarity...Less Uncertainty... more Liking
 - Different Communication strategies used to reduce uncertainty
 - Criticisms
 - Is uncertainty reduction really our primary concern? (maybe its about reward or predicted outcomes, etc.)
 - Support for certain axioms lacking... (people don't want to find out, more uncertainty as you find out information...)
 - **Social Exchange and Equity Theories (Thibault and Kelley)**
 - Basic Premises
 - Relationships are like economic exchange
 - Relational outcomes (how happy or satisfied you are in the relationship) involves a comparison of rewards and costs
 - Very rational theory, almost like you have a piece of paper
 - ◆ Satisfaction means rewards outweigh the cost
 - ◆ Makes predictions about how satisfied you are in a relationship
 - ◆ Comparison Level (CL): what rewards/costs you think you should be getting (not just raw figures, but what you think)
 - ◆ Comparison Level for Alternatives (Clalt): what rewards/costs you think someone else or being alone would give you
 - **Rusbult's Investment Model**
 - Investments = time, money, emotion, energy
 - Outcome values / return = rewards and costs
 - Investments increase commitment (long-term relationship is a huge commitment, put so much into it so far logic)
 - Removal of investment --> decline in value of relationship
 - **Hatfield's Equity Theory**
 - We try to maximize our own outcomes relative to other's (particularly the other in the relationship!)
 - Compare your rewards/costs with those of the other person in the relationship

- Are we both receiving equal rewards?
 - Paying equal costs?
- Criticisms of Social Exchange and Equity theories
 - Difficult to test exchange principles (all rewards and costs are personal evaluation)
 - Circular definitions of rewards (what's rewarding is what makes them satisfied, but you need them to be satisfied)
 - Rational / economic view of humans? (are we that rational in relationships)

05 / 09 / 08 - Discussion Section

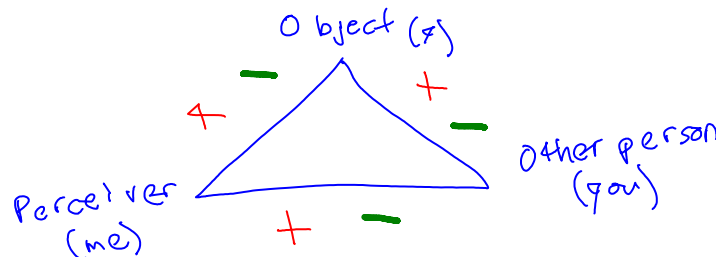
Friday, May 09, 2008
9:23 AM

- Tips of Papers:
 - MAKE SURE TO CRITIQUE THE THEORY!!! TA SAYS THIS WILL LOWER YOUR GRADE IF YOU DO NOT
 - When making a claim, cite some research
 - Do not identify the articles by name in the writing... that's what the reference page is for
 - Make sure you have all components and then judged on how well your paper is written
 - Cite the authors and year the first quotation in the paragraph, but after that, only cite the first name and say (Et. Al), without the year, but restart each paragraph.

05 / 13 / 08

Tuesday, May 13, 2008
12:35 PM

- Interpersonal communication: theories of relational development (continued)
 - **Uncertainty reduction theory**
 - Some important premises
 - We desire more predictability in interaction
 - Uncertainty is stressful
 - We seek to reduce uncertainty
 - Axiom highlights
 - Hi uncertainty -> hi info seeking
 - More verbal non verbal com - > less uncertainty
 - **Social exchange and equity theories**
 - Basic premises
 - Relationships are like economic exchanges
 - Relational outcomes involve comparison of rewards and costs
 - **Social Penetration Theory (Altman and Taylor)**
 - Onion analogy: many layers, but you can also cut right to the core
 - Focus is on role of communication in developing relational *intimacy* (closeness, deeper thing than liking)
 - Vehicle to intimacy: **self-disclosure** (URT was all about reducing uncertainty, this one is basically focused on self-disclosure because this is how you get to intimacy, you tell them about you and they tell you about them in return)
 - **Breadth** (lots of topics) and **depth** (personal topics) are important
 - Surface level things versus personal or riskier opinions / beliefs
 - The more personal you get (closer to identity) are about depth
 - Most intimacy is if you have the most depth on every topic (breadth and depth, but takes years to develop)
 - Degree of disclosure and intimacy dependent upon **rewards/costs**
 - Intimacy progresses through stages
 - O -> EAE -> AE -> SE (see the text on these stages)
 - Orientation phase
 - Exploratory affective exchange phase
 - (regular) Affective exchange phase
 - Stable exchange phase
 - **Cognitive Consistency / Balance Theories (e.g. Heider)**



- Relationships between each can be positive or negative
- "Want to hold the same attitude about this object if I want to like you"
- Both like or both hate the same thing = OKAY, we are similar
- Balance = you and me with similar attitudes toward object x
- Problem becomes if we have dissimilar attitudes
- Unbalanced relationships:
 - dissimilar attitudes

- Pressure to adjust the attitude toward / away from object (shift your position, or other person does)
 - Or adjust attraction level (also balanced if I like basketball, they hate basketball, and I hate you)
- Interpersonal Communication (continued...): Theories of Ongoing Relationships
 - **Waltzawick's Interactional View**
 - A "systems" approach
 - Individuals are interdependent
 - Communication patterns hold relationships together
 - -- a "family homeostasis"
 - -- resistant to change
 - "System's self correct because at all costs, they must maintain a pattern"
 - Main Premises / Axioms
 - One cannot not communicate (not communicating is a form of communication, all behavior is somehow related to communication)
 - Communication = Content + Relational Messages
 - Exchanges can be symmetrical or complementary
 - Interaction is "punctuated" at different points by interactants

05 / 15 / 08

Thursday, May 15, 2008
12:40 PM

- Interpersonal Communication (continued) - Theories of Ongoing Relationships
 - **Relational Dialectics Theory (Baxter and Montgomery)**
 - Focus is on the dynamic *tensions* operating in relationships
 - All relationships have these (not just the bad ones)
 - Pull you in a couple different directions
 - Some important ideas:
 - Relationships are not linear, nor stage-like
 - Instead: a process of contradictions that are pulling us in different directions (operates from both in relationship, not just one)
 - Internal / Interactional Dialectics
 - **Autonomy** (independence, be own person) - **Connection** (be close)
 - **Openness** (share everything) - **Protection/Privacy** (keep stuff to self)
 - **Novelty** (spontaneity - uncertainty) - **Predictability** (knowing how things work)
 - Contextual Dialectics
 - **Public** (being a couple) - **Private** (between us)
 - **Real** (what you got/how they are) - **Ideal** (what you wanted)
 - Dialectics are managed through communication (this is what the researchers study)
 - **Communication Privacy Management (Petronio)**
 - Main focus: explaining how people manage concealing vs. revealing private information
 - Assumptions:
 - Adopts a "rules" perspective
 - Adopts a "dialectics" view of relationships
 - Main Concepts
 - **Private information** (opinions, views on world, etc.)
 - **Private boundaries** (around all things you keep private, personal boundary = no tell anyone, collective boundaries = for two or more people)
 - **Control and Ownership** (rules you have about who gets control of info)
 - **Rule-Based Management System**
 - ◆ Privacy rule characteristics (culture, gender, motivation, context, etc.)
 - ◆ Boundary coordination (don't tell this...)
 - ◆ Boundary turbulence (breach of boundaries intentional or unintentional)
 - Management Dialectics (cameras in workplace, too far?)
 - Info for Paper
 - Social information processing (SIP) theory
 - Maybe media-richness
 - Paper = hardcopy + 2 printed articles
 - Title page = last page
 - Your name
 - TA name
 - Section time
 - Name of theory
 - Name of news story
 - Introduction should be short preview of theory
 - Introduce thesis and news story
 - Preview + thesis, let them know where paper is going
 - Theory explains this type of phenomena really well (falls short need more research, etc., somethings explained and not others)
 - In this story I will explain the theory, analyze it in light of this article, reflect upon
 - 1st topic = explain theory, main premises, concepts, etc.

Paper is about
Theory.
Relational
Conflict +
Self Disclosure

Should be in
introduction

- 2nd topic = apply to the news story (may be a couple of paragraphs)
- 3rd topic = bring in other articles for support (separately or with story)
- 4th topic = evaluation of utility of the theory (shows original thought)
- 5th topic = conclusion, summarizes what you have said and ends on something thoughtful

Whole essay ask so what? Why care about this? Show reader it is important...

To check if thorough, ask how? And why? If you make a claim...

No quote dropins...

05 / 20 / 08

Tuesday, May 20, 2008

12:38 PM

- Only Put name on Title Page
- Attach empirical study articles (4 pages per page shrinking)
- Small Group Communication: Theories of Group Decision Making
 - **Functional Perspective (e.g. Hirokawa and Gouran)**
 - Communication is an instrument for making decisions
 - A "prescriptive" theory = particular problem needs a particular solution, this is what you should do for effective decision making.
 - Functions (in communication) for effective decision making
 - Analysis of the problem (what's the issue at hand?)
 - Goal setting (okay guys... I need an A, we need to be done in 2 hours, etc.)
 - Identification of Alternatives (how can we get there?)
 - Evaluation of positive and negative characteristics
 - Attempts to account for faulty decisions too (good follows, bad doesn't, not very profound...)
 - **Groupthink (Janis)**
 - A focus on inferior group decisions (Whole focus is not how to get good decisions, but is how some groups just go horribly wrong.)
 - Highly cohesive groups are susceptible
 - Especially if the group seeks coherence at all costs
 - Often overlook viable alternatives
 - Risky decisions likely
 - Antecedent conditions
 - Cohesiveness, structural faults (e.g. insulation), stress (shuttle issue)
 - Symptoms
 - (Self-censorship, illusions of invulnerability, unanimity, etc.), oh uh about that... never mind problem
 - Problems:
 - Explains well after the fact, but...
 - ◆ Doesn't research the good outcomes (was this not working then?)
 - Doesn't predict very well (particularly the cohesiveness part)
 - Alternative explanation: polarization? (when groups are cohesive which ever way they were leaning at the beginning, they go further that way, sometimes its more risky, sometimes its more cautious)
 - Recent Research
 - Groupthink as process (not outcome) - not splitting hairs, but what are the processes at work within groupthink, not just the outcomes they yield
 - Groupthink symptoms can be positive (aren't just negative or inferior as long as groups know how to deal with them, people jump on board, etc. play bold is needed too, or play cautious sometimes)
- Organizational Communication
 - **Adaptive Structuration Theory (Poole; also McPhee, Seibold)**
 - Really dealing with how society is organized (Communication scholars take these ideas and apply them)
 - Basic Structuration Ideas (from Giddens)
 - Rules and resources people use in interaction are considered "structures"
 - ◆ Rules: norms for behaving, etc. (not only handed down but created)

- ◆ Resources: \$, time, materials, knowledge, skills, etc.
- Structures affect social action (communication)
 - ◆ And social action affects structures
 - ◆ Emphasis is on examining social practices and not individual attitudes
- Applied to group decision making
 - Groups produce and reproduce structures
 - Through "agency" and "reflexivity"
 - ◆ Agency: actions that people take
 - ◆ Reflexivity: ability of group members to monitor themselves
 - Rules / resources are the processes and the outcome
- Groups can follow variety of paths to get to agreement
 - Depends on objective factors (things on outside, pressures) and group factors (things dealing with group itself, its qualities, cohesiveness, etc.)
- Can also be adapted to organizational climates
 - Organizational climate is a collective attitude
 - Structures create and maintain it
 - ◆ Rules, norms, practices (do people generally challenge their managers? Do they do what they are told?)
 - Climate is influenced by whether the orgs have:
 - ◆ Consensus (shared values)
 - ◆ Dissensus (open disagreement about values - division, we're not a family here, this is work)
 - ◆ Pluralistic ignorance (openly talk about issues, any time you don't have a majority)

05 / 22 / 08

Thursday, May 22, 2008
12:38 PM

- Organizational Communication (continued)
 - **Cultural Approach to Organizations (Pacanowsky & O'Donnell-Trujillo)**
 - Basic ideas:
 - Organization members create a unique organizational "reality" of values
 - This reality/culture is created/maintained through use of symbols
 - Focusing strictly on people's communication within organization
 - Symbols used in communication "performances" (ritual, passion, politics, etc.)
 - ◆ Doesn't mean fake, but that they are public
 - Ethnographic method is key!!! (make observations, watching, talking to, etc.)
 - **Weber's Bureaucracy (Classical Foundations of Organizational Comm)**
 - Considered foundational: oldest theory, more macro-scale, but still applies
 - Focus: formal structure and roles in organization
 - Not just a "charismatic leader"
 - "Bureaucracy": contrasted against monarchies, etc.
 - Organizational structure can keep it going, not an individual
 - The most efficient pattern for Mass Administration
 - Rules and regulations (must be clearly spelled out, keeps it running)
 - Systematic division of labor (some people do certain things and that's it)
 - Formal hierarchy (what you can and can't do, who you report to)
 - Bureaucrats (people who keep it running, have their division of labor, sphere of authority, and don't need to ask to be able to make a decision)
 - Carefully maintained records (accounts,
 - Power: the ability to influence others and overcome resistance
 - "bureaucratic" authority
 - ◆ Any position's power is authorized by rules/regs of organization
 - If power is seen as "legitimate" -> you get compliance
- Mass Communication
 - Mediated, non-instant feedback
 - **Early Theorizing: Magic Bullet Theory (hypodermic needle)**
 - Assumption: Audiences are disconnected masses
 - Influence:
 - Very powerful (people at the mercy of media)
 - Direct influence (you hear it and you are going to do what it says)
 - Uniform (everybody is influenced, not just some)
 - Problem: no research support, basically a disregarded theory
 - Not used by theorists, but used by popular writers (throw out your TV)
 - **The Rise of "Limited Effects" theories**
 - Effects found to be mediated by:
 - Individual and social differences
 - Selectivity - (making choices about what to watch and not)
 - Interpersonal relationships - (talk to friends about episodes)

05 / 27 / 08

Tuesday, May 27, 2008

12:33 PM

- Mass Communication... continued
 - **Limited Effects**
 - **Uses and Gratifications Theory (Katz, Blumer, and Gurevitch; also Rubin)**
 - Focus: what people do with media (rather than what media does to people)
 - ◆ Reversal of conventional thinking
 - Assumes:
 - ◆ the audiences are active
 - ◇ Not a sponge, where messages are soaked in
 - ◇ Doesn't mean critical evaluation of every message, but zoning out is an action or choice too
 - ◇ There are levels of activity in every situation
 - ◆ Audiences make choices to gratify certain needs
 - Examples of Uses and Grats research
 - ◆ As long as it has these two assumptions... it's okay
 - ◆ Predictions don't come from the theory, but from projects
 - ◆ Identifying any underlying motives (e.g. passing time, escaping, getting info)
 - ◆ Examining types of users (e.g. ritual vs. instrumental)
 - ◆ Examining how media use is related to attitudes, etc. (uses & effects)
 - Criticisms
 - ◆ Reliance on self-reports of motives
 - ◆ Lack of coherent, unified theory (doesn't help with explanations)
 - **Media Systems Dependency Theory (Ball-Rokeach & DeFleur)**
 - Focus: relationships between individual, media system, and society
 - "Dependence"
 - ◆ For individual: expectations / demands for media satisfying needs/goals
 - ◇ Quality and expediency
 - ◆ For media: expectations for audience members and institutional constraints
 - ◇ Time zones, audience, response, etc.
 - Dependence varies on:
 - ◆ Individual needs (only want to hear good, need to feel happy, etc.)
 - ◆ Societal stability/change/conflict (perceived threat 9/11 increases dependence)
 - ◆ Type of media use (CNN watchers watch CNN more in times of crisis, etc)
 - More dependence on media -->
 - ◆ More important media becomes -->
 - ◇ More influence media have (what it says, influence attitudes, etc.)
 - ◇ Journalists need to be more careful in times of crises
 - Problems
 - ◆ Is there an "ideal" level?
 - ◆ What are the real consequences?
 - **A return to theories of "powerful (but indirect/subtle) effects"**
 - TV worming its way into you over time
 - Creating or changing cultural values
 - Criticism of social ills increased (1960s +)
 - Methods and stats got more sophisticated
 - Several different areas investigated
 - Social-psychological effects
 - Broad cultural / societal influences
 - Political/ public opinion influences
 - **Social-Psychological Effects - Return to Powerful**
 - **Social Cognitive Theory (Bandura) (aka Social Learning Theory)**
 - Main Idea: people learn by observing others (modeled behavior) (I saw it on TV)
 - Learning from media models is cognitive process that involves:

- ◆ Attention (includes features of show, viewer skills) (focus)
- ◆ Retention (includes repetition, cognitive rehearsal) (repeat to remember)
- ◆ Production (includes physical skills, "self-efficacy") (skills to act it out)
- ◆ Motivation (especially expectations for rewards vs. punishments, identification with model)
- Comments:
 - ◆ Lots of research support
 - ◆ Limited to short-term effects on behavior (theory suggests longer-term because it is learning) (learning is long term, but imitation is short term)

05 / 29 / 08

Thursday, May 29, 2008
12:36 PM

- Mass Communication... continued
 - **Social-Psychological Effects - Return to Powerful**
 - **Cultivation Theory (Gerbner)**
 - Main Arguments:
 - ◆ TV "cultivates" perceptions of social reality
 - ◆ Long-term exposure to TV --> perceptions match "TV reality"
 - Most TV presents essentially the same message (e.g. violence) (overrepresentation of groups, stereotypes, scary place, etc.)
 - ◆ Amount of TV counts most (heavy vs. light) when it comes to changes
 - ◆ Heavy viewers display a "mean world syndrome"
 - Additional concepts:
 - ◆ **Mainstreaming**: cultivation of middle of the road opinions
 - ◇ TV homogenizes viewers
 - ◆ **Resonance**: a double dose where TV matches experience
 - ◇ TV + personal experience = double dose of violence
 - Criticisms
 - ◆ Resonance is only identifiable after the fact, can't find it initially
 - ◆ Conceptual problems (is TV really uniform?)
 - ◆ Methodological problems (correlation does not equal causality)
 - ◇ Third variable issue (not just a=b, but a, b and c are related)
 - ◆ Difficult to test (need long term exposure)
 - **Political/Public Opinion Influences - Return to Powerful**
 - **Agenda Setting (McCombs and Shaw)**
 - Main Premise:
 - ◆ Media tell us not necessarily what to think, but what to think about.
 - Research on Agenda Setting
 - ◆ Match press agenda with public agenda
 - ◆ Time series designs and experiments
 - ◇ Time series: get out of lab setting, peoples views are 3 days delayed for instance
 - ◇ Experiments: bring people in and manipulate experience
 - More recent developments
 - ◆ Individual differences and issue differences
 - ◇ High need for orientation (where am I, what's going on) = higher agenda setting by press
 - ◆ Control of agenda
 - ◇ If the media controls the agenda, who controls the media?
 - ◆ "Priming" effects
 - ◇ Get people to think about some things
 - ◇ Leaked information... get people going some way
 - ◇ Higher evaluation overall if you like one part
 - ◆ "Framing"
 - ◇ Not amount of coverage, but how posed
 - ◇ Us vs. them, torture vs. rogue military, etc.
 - ◆ Impact of "new" media
 - ◇ Mainstream news is no longer getting the same attention
 - ◇ Bloggers, comedy news, etc.
 - **Spiral of Silence (Noelle-Nuemann)**
 - Main idea: people do not voice their opinions when they think their views are in the minority
 - Why?: fear of isolation,
 - Role of media: we gauge public opinion through media

□ GET FROM THE READING!!!

06 / 03 / 08

Tuesday, June 03, 2008

12:38 PM

- Intergroup/Intercultural Communication
 - **Social Identity Theory (Tajfel; Turner = also has self-categorization theory)**
 - Focuses on relationships between groups (especially groups with unequal power)
 - "Social Identity" = part of self-concept that comes from group membership
 - Personal Identity <-----> Social identity
 - You have both as part of self concept
 - Personal = individual side of who you are --> makes interpersonal communication
 - Social = how you portray yourself --> makes intergroup communication
 - Group memberships kick in and out (can go from us vs. them to me vs. you)
 - Key Propositions:
 - People are motivated to achieve distinct and positive social identity
 - compare our own and other groups to see how our own groups fare... what privileges do they get that we don't, etc., need a comparison to see how it goes
 - If positive SI --> feeling of standing apart/above others
 - If negative SI --> dissatisfaction, individual / collective action
 - Typical Method; minimal group paradigm (based on nothing, but still identify with it)
 - Criticisms:
 - Tested only in developed countries mostly
 - ◆ Not an issue for most research, but since this implies we are competitive, it may only apply to our type of culture
 - Can we overcome group biases?
 - ◆ Not just see "good ones" as exceptions to the group
 - **Face Negotiation Theory (Ting-Toomey)**
 - "Face"
 - One's projected self-image in interaction
 - The "civilized front" presented
 - Negotiating Face
 - Face concern
 - ◆ Self-face vs. other-face
 - ◆ If you are concerned about you losing face vs. other losing face
 - Face Need
 - ◆ Inclusion (positive face) vs. autonomy (negative face)
 - ◆ Doesn't mean that one is good or bad, but deals with inclusion and exclusion
 - ◆ Negative = not connected, not bad
 - Different cultures have different face needs and face concerns
 - This is where it becomes an intercultural theory
 - Individualistic vs. collectivistic cultures
 - ◆ Know what these are, but aren't made up by her (look up in book)
 - High-context vs. low-context culture
 - Certain Acts threaten face (e.g. conflict)
 - Different face need and concern --> different conflict management styles

06 / 05 / 08

Thursday, June 05, 2008

12:40 PM

- Journalism:
 - Journalism = collecting, reporting, and or editing news stories for the media
 - Agenda setting helps: able to accentuate certain opinions on particular topics
 - Pay more attention to what is covered and what is not
 - Communication Accommodation Theory: converge or diverge to other styles, can facilitate communication in foreign places, can avoid overaccommodation.

- Publicrelations:
 - Publicist: represent a variety of clients
 - Director; manage firm, meet with higher level clients, pitching accounts, developing new strategies
 - Public affairs: translate government policy to public and backward
 - Self-Employment: private consultants,
 - Account Executives: must be dexterous in compiling and transmitting written and verbal messages
 - Theories?
 - Communication Accommodation Theory: need to spin stories in a way that is convergent with their target audience's communication style
 - Publicity: deliberate attempt to manage the public's opinion on a matter

- Retail Buyer
 - More than a 40 hour work week
 - Special sales and holidays, production deadlines, and conferences and travel
 - Schema: mental structure for representing generic concepts stored in memory

- About Final:
 - About 75 questions
 - Parscore, pencil
 - Which theory focuses on...
 - According to X theory, which of the following... (most questions like this)
 - Example given, then which theory... or according to X theory....
 - All lectures and readings **since** midterm
 - Not cumulative for readings, but you will have to tie some pre-midterm theories to post-midterm theories
 - Post midterm theories: from interpersonal theories, attraction, relational maintenance