academic course description

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| BACHELOR ‘S PROGRAMME**communication and public relations**1ST YEAR OF STUDY, 1ST SEMESTER |

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| **Course title** | **communication theory** |
| Course code | DF1 |
| Course type | tutorial |
| Course level | 1ST cycle (Bachelor’s degree) |
| Year of study, semester | 1st year of study, 1st semester |
| Number of ECTS credits | 6 |
| Number of hours per week | 4 (2 lecture hours + 2 seminar hours) |
| Name of lecture holder | Gheorghe-Ilie FÂRTE  |
| Name of seminar holder | Daniel-Rareş OBADĂ |
| Prerequisites | Intermediate level of English  |
| A | **General and course-specific competences** |
|  | **General competences**:* To know and understand the specialized language of communication sciences
* To use the conceptual and methodological apparatus of communication sciences for solving new theoretical and practical communication problems
* To understand the communication process from a praxeological perspective, as a basis for developing cognitive skills and increasing communication performance.

**Course-specific competences**:* To know the key terms, theories and methods in communication sciences
* To use the terminology of communication theory to describe and explain various semiotic situations
* To build the ability to speak in a personal, assertive and constructive manner
* To develop the ability to elaborate and transmit written messages in accordance with the communication objectives, the receiver’s profile and the communication context
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| B | **Learning outcomes** |
|  | The successful completion of this course indicates that the student has demonstrated the ability to:* indicate some important models or theories of communication
* recognize all types of signs that constitute a message
* present the constitutive factors of communication and their roles in various situations of communication
* correlate any message with the predominant functions of language
* recognize and describe some important forms of communication
* explain both success and failure of various communication acts
* to use effectively their communication skills
* define and describe the communication process
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| C | **Lecture content** |
|  | * Definitions of communication. Traits of communication. Reasons to communicate: needs and aims
* Theoretical models of communica­tion. Objective approach and the interpretative approach to communication
* Definitions of the sign. Signs and meanings. Types of signs
* The elements of communication process: sender, receiver, message, channel, code, referential context
* Pragmatics of communication: the functions of language (Roman Jakobson); locutionary, illocutionary, and perlocutionary acts (John L. Austin; John R. Searle)
* Expressive dimension of communication: self-disclosure in social relationships
* Phatic dimension of communication: stages of coming together and coming apart
* Phatic dimension of communication: supportive vs. defensive communication climates
* The role of feedback in communication
* The forms of communication: verbal and nonverbal communication
* The forms of communication: formal and informal communication
* Small group communication
* Public communication. Building speaker’s credibility in the public sphere
* Mass communication. Communication in the digital era
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| D | **Recommended reading for lectures** |
|  | [1] Adler, Ronald B. and Rodman, George. 2006. *Understanding Human Communication*. 9th edition. New York: Oxford University Press[2] Barnlund, Dean C. 1962. “Toward a meaning-centered philosophy of communication.” *Journal of communication* 12 (4): 197-211[3] Dance, Frank E.X. 1970. “The ‘Concept’ of Communication.” *Journal of Communication* 20 (2): 201-2010[4] DeVito, Joseph A. 1986. *The Communication Handbook. A Dictionary*, New York: Harper & Row, [5] Gibb, Jack. 1961. “Defensive Communication.” *The Journal of Communication* 11 (3): 141-148[6] Goyer, Robert S. 1970. “Communication, Communicative Process, Meaning: Toward A Unified Theory.” *Journal of Communication* 20 (1): 4-16[7] Griffin, Em. et al. 2014. *A First Look at Communication Theory*, 9th ed., New York: McGraw-Hill Education[8] Hybels, Saundra and Weaver, Richard L. 1986. *Communicating Effectively*. New York: Random House[9] Knapp, M.L. & Vangelisti, A.L. 1995. “Stages of Coming Together and Coming Apart.” In *Interpersonal Communication. Readings in Theory and Research*, edited by Mark V. Redmond. Orlando: Harcourt Brace College Publishers[10] Littlejohn, Stephen W. and Foss, Karen A. (eds.). 2009. *Encyclopedia of Communication Theory*. Thousand Oaks (Ca): Sage Publications, Inc.[11] Mehrabian, Albert. 1973. Communication without Words. In Basic Readings in Communication Theory, 91-98, edited by C. David Mortensen. New York: Harper & Row |
| E | **Seminar content** |
|  | * Indicate three actions that belong to the sphere of communication and three behaviors that lie outside the sphere of communication. Correlate a communication activity with the corresponding needs or aims of the persons involved in it
* Analyze a communication situation discrminating between facts that should be approached from an objective perspective and aspects that could be approached from an interpretive perspective
* Analyze an audiovisual material identifying all types and subtypes of signs that constitute it
* Describe the elements of a concrete communication process (sender, receiver, message, channel, code, referential context)
* Correlate a particular message with the predominant functions of language that were fullfiled by its sender
* Identify the illocutionary acts and the perlocutionary effects of a public speech
* Compare two public messages with regard to their selfdisclosing components
* Illustrate by means of appropriate examples the interaction stages presented by M.L. Knapp and A.L. Vangelisti
* Compare a supportive communication climate with a defensive one
* Analyse the impact of the feedback in a communication situation
* Present the verbal and the nonverbal components of an audiovisual message
* Present the formal aspects of a department meeting
* Identify the roles fulfilled by the members of a team during a registred meeting
* Deliver a ten minute speech on an intercultural topic
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| F | **Recommended reading for seminars** |
|  | The books and articles mentioned at D. |
| G | **Education style** |
| learning and teaching methods | Exposition, heuristic conversation, debate, and problematization |
| assessment methods | Portfolio of seminar papers 40%Oral presentations 10%Final written exam 50% |
| Language of instruction | English |