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 | |
| 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 | |
| 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 | |
| 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 | |
| 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 |