Course Descriptions

Courses Offered for Graduate Credit in

FALL 2012

Department of Communication
A WORD OF INTRODUCTION

This brochure has been prepared as an aid to graduate students and advisers. Course descriptions have been provided by instructors in response to a request for brief descriptions of graduate (500-level) and advanced undergraduate/graduate (400-level) courses they will offer in Fall 2012.

TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Time</th>
<th>Day</th>
<th>Course Number and Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-10:50</td>
<td>TR</td>
<td>421, Persuasion Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>12:30-1:50</td>
<td>TR</td>
<td>463, JLG: Organizational Health Comm</td>
<td>4</td>
</tr>
<tr>
<td>5:00-6:20</td>
<td>TR</td>
<td>496, CSG: Language and Pragmatics</td>
<td>5</td>
</tr>
<tr>
<td>2:00-3:20</td>
<td>TR</td>
<td>496, MKG: Communication and Culture</td>
<td>6</td>
</tr>
<tr>
<td>11:00-12:20</td>
<td>TR</td>
<td>496, MSG: Nonprofit Communication Management</td>
<td>7</td>
</tr>
<tr>
<td>12:30-1:50</td>
<td>TR</td>
<td>496, RMG: Political Economy of Communication</td>
<td>8</td>
</tr>
<tr>
<td>3:30-4:50</td>
<td>TR</td>
<td>496, SJG: Theories of Argumentation Design and Analysis</td>
<td>9</td>
</tr>
<tr>
<td>5:00-7:50</td>
<td>W</td>
<td>529, Sec. 2: Critical Communication</td>
<td>10</td>
</tr>
<tr>
<td>2:00-4:50</td>
<td>W</td>
<td>529, Sec. 4: Seminar in Social Network Analysis</td>
<td>11</td>
</tr>
<tr>
<td>2:00-4:50</td>
<td>R</td>
<td>529, Sec. 5: Ethnicity &amp; Race in Communication</td>
<td>12</td>
</tr>
<tr>
<td>2:00-4:50</td>
<td>W</td>
<td>538, Sec. 1: Contemporary Public Address: 1960-2008</td>
<td>13</td>
</tr>
<tr>
<td>2:00-4:50</td>
<td>M</td>
<td>538, Sec. 2: Contemporary Rhetorical Criticism</td>
<td>14</td>
</tr>
<tr>
<td>9:30-10:50</td>
<td>TR</td>
<td>574, Sec. 1: Communication Research Methods</td>
<td>15</td>
</tr>
</tbody>
</table>
This course provides a general introduction to the social-scientific study of persuasive communication, and has three phases. Phase 1 concerns theories pertaining to attitude formation and message processing of persuasive messages. The second phase reviews research concerning the effects of various language and source features that enhance the persuasiveness of an argument. The final phase examines theories designed to aide in our understanding of the persuasiveness of the media, with an emphasis on health campaigns and media portrayals of reality. The overarching goal of this course is to provide an overall picture of the current state of theory and research in persuasion research.
This course focuses on the organizational aspects of health communication, a frequently overlooked but increasingly important dimension of communication in the delivery of medical services. The course considers four aspects of organized communication and health: 1) background on financing and the system and organization of personal medical services in the United States; 2) the organizations involved in providing personal medical services in the United States and their interrelationships; 3) learning about the U.S. system through international comparisons; and 4) communication between organizations and the public on health issues. The general purpose of the course is to place patient provider communication in the context of organizational issues developing in American health care. Although there are no prerequisites for graduate or undergraduate students to enroll in the course, previous course work in health communication and organizational communication would be helpful.

The course will be taught through a combination of readings, lectures, discussions, and (possibly) guest presentations. Students' learning in this course will be evaluated by means of four examinations and a project (each worth 20% of the total grade). Exams will consist of multiple choice and short answer questions and will be supported with study guides. The project will involve investigating and describing an interest group involved in the ongoing reform of the U.S. healthcare system, and will be described in class and with a separate handout.
CMN 496, Sec. CSG: “Language and Pragmatics,” Prof. Jacobs

4 hours
5:00-6:20 TR
1024 Lincoln Hall
CRN 53536

Please email Prof. Jacobs at csjacobs@illinois.edu for a current course description.
CMN 496, Sec. MKG: “Communication and Culture,” Prof. Koven

4 hours
2:00-3:20 TR
1024 Lincoln Hall
CRN 53554

In this course, we will study theories and methods for identifying culture in everyday talk. We will address cultural variability in ways of speaking, in negotiating interactions, and in displaying identities (gender, ethnic, national, class, generational, and so forth). How do people make their connections to multiple communities relevant in interaction? An important focus of the course will be the study of cultural dimensions of interaction in an era of "globalization," in which people participate in multiple groups with fluid boundaries.
CMN 496, MSG: “Nonprofit Communication Management,” Prof. Shumate

4 hours
11:00-12:20 TR
1028 Lincoln Hall
CRN 53567

This course focuses on the management of nonprofit organizations. Topics include (a) the dynamics of the social sector, (b) identifying stakeholders, (c) governing and leading nonprofit organizations, (d) communication strategies for enhancing capacity, (e) organizational assessment, and (f) obtaining and managing resources. This is a service learning and integrated research course. All students should be prepared to spend a minimum of 30 hours during the semester working with a nonprofit agency and conducting an organizational assessment. Graduate students will have additional responsibilities related to designing organizational assessments and conducting preliminary analyses.
Political Economy of Communication is a course for advanced, mature and highly motivated students. The course is devoted to helping students develop their talents and skills for abstract reasoning and critical thinking. The course highlights six recently published books that address major social problems in the United States and the world, and that often have a strong communication dimension. Students must successfully take 12 weekly exams to establish they have read the assigned books thoroughly or they will fail the course.
This is a course in the analysis of argumentative strategies and formats for deliberation. We will examine theories of how argumentation proceeds in actual situations and how argumentation should proceed. Topics include the functions and structures of argumentation, the role of language in message design, the process of adjusting arguments to situations, and the interplay of normative principles and practical formats for conducting argumentation. Special attention is given to the problems of constructing reasonable messages and designing reasonable decision-making formats and to the theoretical puzzles posed when analyzing actual arguments conducted in real-world circumstances. The first part of the course introduces contemporary issues in argumentation theory and attempts to articulate a genuinely communication perspective on those issues. The second part of the course focuses on the specific problem of argumentation design. Special attention will be given to the problems of constructing reasonable messages and designing constructive formats for critical discussion in practical, real world circumstances.

The main way that we will study such issues is through case studies analyzed in class. Much of the time in class will be spent examining transcripts, videotapes, or other records of argument. The case studies will be drawn from dispute mediation sessions, courtroom trials, televised political speeches, political films, newspaper editorials, magazine advertorials, presidential campaign debates, and other types of messages. Working through these case studies will provide detailed illustrations of how to analyze and evaluate messages that are or ought to be arguments. Working through these case studies will provide detailed illustrations of the theoretical puzzles posed when analyzing actual arguments conducted in real-world circumstances.

This course has two basic objectives: First, the course introduces concepts and perspectives in argument analysis, especially those pertaining to message design and deliberative procedure. Students should better understand how argumentation does work, can work, and should work. Second, the course is designed to improve critical skills. Students should be better able to (1) identify and articulate the style, strategies and lines of argument in a message; (2) analyze the demands, constraints, and opportunities afforded in a situation; and (3) assess the relative strengths and weaknesses of different argumentative procedures.
Critical Research in Communication is a graduate seminar designed to acquaint students with the critical tradition in communication research. The course emphasizes a rigorous examination of a wide range of cutting-edge recent monographs in the field, and a strong emphasis on students generating high-quality research questions and papers, possibly contributing to theses or dissertations.
Social networks have been made popular by social media platforms like Facebook and LinkedIn. However, social network analysis is distinct from the study of social media. In this course, social networks refer to a perspective for understanding the society that emphasizes the various ways that actors are interconnected. Examples of actors include people, texts, technology systems, organizations, and websites. Interconnections include communication, friendship, shared meaning, infrastructure interdependencies, coalitions, hyperlinks, and more. In this course, we will examine the various theories and methods used to understand social networks. This seminar will be divided into two parts: (a) a study of the various theories that have been used to understand the antecedents, structure, evolution, and outcomes of social networks and (b) a review of the methods used for the collection and analysis of social network data.

Students in this seminar will complete three types of assignments: (a) a substantive analysis of some social network area of study for the purposes of leading class discussion about that area, (b) data analysis exercises designed to equip students with the tools they will need to write and test network hypotheses, and (c) a research proposal or examination of an existing network dataset.

Students are expected to have already completed an introductory social science research methods course and to be familiar with both univariate statistics and multiple regressions.
This course introduces students to theories and research on ethnicity/race in communication. The course comprises of four primary units: (1) the foundations of ethnicity/race (e.g., the ongoing social construction of ethnicity/race and theories of identity), (2) ethnicity/race socialization processes focusing on a wide-range of media (e.g., interpersonal, mass media, and new media), and (3) implications for individuals' psychological, relational, and physical health, as well as social and political implications.
Contemporary rhetoric will explore the ways in which American orators defined the nation and its politics from 1960-2008. Guided primarily by Daniel Rodgers's *The Age of Fracture*, we'll particularly examine how American public life moved from an emphasis on consensus, unity, and oneness to one that highlighted diversity, debate, and wholeness. We'll critique the discourse of presidents and protestors, intellectuals and activists as well as many others, from the Kennedys to the Clintons, from the civil rights, environmental and feminist movements to the canon wars. In this way, we hope to get something of a handle on this turbulent era in U.S. public life.
CMN 538, Sec. 2: “Contemporary Rhetorical Criticism,” Prof. O’Gorman

4 hours
2:00-4:50 M
TBA Lincoln Hall
CRN 57571

A survey of major works in American rhetorical criticism from Herbert Wichelns (1925) to 2000. In its survey, the course will address major concepts, controversies, and movements in 20th century rhetorical criticism.
CMN 574, Sec. 1: “Communication Research Methods,” Prof. Lee

4 hours
9:30-10:50 TR
TBA Lincoln Hall
CRN 54291

The primary goal of the course is solid understanding of the logic of social science. More than one-third of class time will be spent concentrating on the process of defining research problems, the logic of research design and underlying research issues. The remainder of the course will examine a limited number of techniques – for measurement, for design and sampling, and for analysis of data. Students who successfully complete this course can (1) understand and be able to use the concepts and vocabulary of communication research, (2) critically evaluate communication research, and (3) develop the skills necessary to conduct communication research using quantitative and qualitative methods.