CCI 605, Fall 2016: Philosophical and Theoretical Foundations of Communication and Information
University of Tennessee, Knoxville
Meeting Time and Place: 2:10-5:00 p.m. Thursday, CCI 420

Faculty Contact Information:
Sally J. McMillan, professor of advertising and public relations
476 Communications Building, phone: 865-974-5097, email: sjmcmill@utk.edu
web site: http://www.cci.utk.edu/users/sally-mcmillan
Office hours: 10:00-11:00 Tuesday and 11:00-12:00 Wednesday or by appointment

Catalog Description (3 hours):
An overview of the philosophical presuppositions and theoretical frameworks that have informed the fields in communication and information.

Value Proposition:
The purpose of this course is to accomplish the following:
- Define, understand, and articulate the concepts associated with theory, constructs, models, and paradigms including ontology, axiology, and epistemology
- Introduce the works of major philosophical thinkers who have informed our fields
- Provide background on the process of building, testing and refuting theory
- Examine the various approaches to completing an effective literature review
- Discuss empirical and hermeneutic approaches to developing research problems, questions, and hypotheses
- Introduce what it means to communicate in a scholarly manner

Student Learning Outcomes/Objectives:
At the end of the course, students should be able to:
- Understand the assumptions associated with the various paradigmatic perspectives
- Understand how paradigms inform research questions
- Understand how the philosophers covered in class have informed all the fields represented in
the college
- Recognize and develop research studies based on the assumptions associated with various paradigms
- Demonstrate an understanding of the process to build, test, and refute theory

**Learning Environment:**
This course will engage students and the faculty member in a seminar-style format. Class time will be used for guided discussions of readings and student work.

**Student's Responsibility**
- Be prepared for all classes
- Be respectful of others
- Actively contribute to the learning activities in class
- Abide by the UT Honor Code

**Instructor's Responsibility**
- Be prepared for all classes
- Evaluate all fairly and equally
- Be respectful of all students
- Create and facilitate meaningful learning activities
- Behave according to University codes of conduct

**Course Communications:**
The best way to communicate with me is by email. I will make every effort to respond to all student emails within 24 hours. All course materials will be posted on Blackboard ([http://online.utk.edu](http://online.utk.edu)) rather than on paper. For help with Blackboard or other technical issues related to the course contact OIT at: [http://help.utk.edu/footprints/contact](http://help.utk.edu/footprints/contact). We may occasional access the Internet as part of class activities. You may bring your smart phone, tablet, and/or computer to class. But please be respectful of your classmates and instructor. Use your digital devices to serve, not disrupt, classroom learning.

**Texts:**

**Course Requirements, Assessments, and Evaluations:**
- Critical reading of the assigned materials and participation in discussions.
- Individual literature review on a topic of interest to you. The purpose of this paper is for you to create an introduction, rationale, and literature synthesis for a set of research questions/hypotheses you may examine in the future. It should serve as the foundation for your methods paper this semester.
• Presentations: During the course of the semester, you will lead a class discussion. Your presentations should be informative and also provide the class with references and summaries they may use to help prepare for comps. These presentations should be approximately 30 minutes in length and may use any combination of lecture and interactive techniques.

• Reaction Papers: Write a two (2) to three (3) page reaction to the specified readings focusing primarily on your critique of the material and how you might go about using the content for research in your chosen area. These should not be summaries, but rather focus on what resonated most strongly with you from reading the assigned material.

• Analysis of Published Research: Choose two years of a journal where you aspire to publish your own research. For each article in the issues, compile a table with the complete citations for each article, the research perspective utilized, any theories presented, and the method used. Write a paper (two to three paragraphs) summarizing your table and stating any conclusions with evidence you drew about the journal.

• Research Philosophy: In this one- to two-page paper, lay out your perspective on collecting and analyzing data. It will be an evolving, living document that you will update and tweak as your approach to research develops. This document tells us who you are as a researcher today.

Grading:
Grading is done on a traditional, graduate-level A through F scale with A representing superior performance, B representing satisfactory performance, and C representing less than satisfactory performance. The final grade is comprised of your performance on Reaction Papers (20%), Journal Analysis (10%), Research Philosophy (10%), Presentations (30%), and Literature Review (30%).

CCI Diversity Statement:
CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community.

Disability Accommodation Statement:
"Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities."

University Civility Statement:
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

Academic Integrity:
"An essential feature of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither
knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

**Academic Dishonesty:**
This course adheres to the university’s Academic Standards of Conduct and Honor Statement, as presented in the student handbook *Hilltopics*. All students are expected to be honorable and to observe standards of conduct appropriate to a community of students and scholars. All work in this course should be the **original work of the student**. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course, dismissal from the program and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. Scholastic dishonesty includes **plagiarism**, which according to Webster is: “to take (ideas, writings, etc.) from (another) and pass them off as one’s own.” Therefore, handing in work that contains material written by someone else, whether it is a current or former student, or a secondary source and presenting it as your own efforts is a clear example of plagiarism.

**APA Ethics Code Standard 8.11, Plagiarism:**
This course also adheres to the American Psychological Association’s ethics code regarding plagiarism and self-plagiarism (pp. 15-16, APA Publication Manual, 6th edition). “Just as researchers do not present the work of others as their own (plagiarism), they do not present their own previously published work as new scholarship (self-plagiarism)” (p. 16).

**Student Resources**
- Undergraduate Catalogs: [http://catalog.utk.edu](http://catalog.utk.edu) (Listing of academic programs, courses, and policies)
- *Hilltopics*: [http://dos.utk.edu/hilltopic](http://dos.utk.edu/hilltopic) (Campus and academic policies, procedures and standards of conduct)
- Course Timetable: [https://bannerssb.utk.edu/kbanpr/bwckschd_p_disp_dyn_sched](https://bannerssb.utk.edu/kbanpr/bwckschd_p_disp_dyn_sched) (Schedule of classes)
- Academic Planning: [http://www.utk.edu/advising](http://www.utk.edu/advising) (Advising resources, course requirements, and major guides)
- Student Success Center: [http://studentsuccess.utk.edu](http://studentsuccess.utk.edu) (Academic support resources)
- Library: [http://www.lib.utk.edu](http://www.lib.utk.edu) (Access to library resources, databases, course reserves, and services)
- Center for Career Development: [http://career.utk.edu](http://career.utk.edu) (Career counseling and resources; HIRE--A-VOL job search system)

**Your Role in Improving Teaching and Learning Through Course Assessment:**
At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

*The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Due by Class Time</th>
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<tbody>
<tr>
<td>8/25</td>
<td>Scholarly Writing and Terminology</td>
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<tr>
<td>9/1</td>
<td>No Classes</td>
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<tr>
<td>9/8</td>
<td>Philosophy of Science</td>
<td>Read and write reaction paper for Popper</td>
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<tr>
<td>9/15</td>
<td>Scientific Revolutions</td>
<td>Read and write reaction paper for Kuhn</td>
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<td>9/29</td>
<td>Functionalism Perspectives</td>
<td>Reaction paper on: <a href="https://en.wikipedia.org/wiki/Auguste_Comte">https://en.wikipedia.org/wiki/Auguste_Comte</a> Student presentations on journal articles</td>
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<tr>
<td>10/6</td>
<td>Fall Break</td>
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<tr>
<td>10/13</td>
<td>Interpretive Perspectives</td>
<td>Reaction paper on: <a href="https://en.wikipedia.org/wiki/Antipositivism">https://en.wikipedia.org/wiki/Antipositivism</a> Student presentations on related articles</td>
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<tr>
<td>11/24</td>
<td>Thanksgiving</td>
<td>Literature Review Due</td>
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<tr>
<td>12/1</td>
<td>Discussion of literature reviews</td>
<td>Journal Analysis Due</td>
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| 12/7  | Presentation and discussion of Research Philosophies | Research Philosophy Due  
(final exam time is 2:45-4:45, but we may use full class time if all students are available) |