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Republic of the Philippines
Leyte Normal University
COLLEGE OF ARTS AND SCIENCES
Tacloban City



An Outcomes-Based Syllabus in
COMM 105
COMMUNICATION
THEORY

LEONCIO P. OLOBIA, DCOMM
Course Instructor

OUTCOMES

LNU VISION

A leading university of education and diverse disciplines attuned to local and global development needs

LNU MISSION

To produce top performing professionals equipped to engage on knowledge and technology production so necessary to develop a sustainable society

COLLEGE OF ARTS & SCIENCES GOALS

- To produce world class professionals in the Arts and Sciences
- To develop and maintain curricular programs that are relevant and responsive to regional and national development goals

COURSE DESCRIPTION

This course introduces students to the basics of technical writing using a business communication perspective and a reader-centered approach. The crafting of messages, cross-cultural communication, technology, and research are central to the course premised on the fact that students must be prepared to meet the demands of a globalizing world.

Institutional Outcomes	College Outcomes	Program Outcomes	Learning Outcomes
Critical Thinkers	Produce graduates who think and decide logically and creatively in the various programs	To produce graduates who are: Communication specialists who can critically analyze theories and concepts used in the practice of communication.	Discuss and analyze the different communication theories, concepts, and models including gender responsiveness and gender equity through communication in accordance with SDG #5 (Gender Inequality)
u	Turn-out graduates who can communicate effectively in both verbal and non-verbal forms	To produce graduates who are: Communication specialists who are highly capable of designing and producing creative and quality outputs to communicate in different formats and platforms.	Articulate with clarity the various theoretical features viewed from multidisciplinary lenses
Professionally Competent	Produce graduates who can perform and deliver services with professionalism in various fields in the arts and sciences	To produce graduates who are: Communication specialists who are highly equipped with theoretical and technical competencies relevant in the practice of effective communication applicable in various communication media professions.	Apply the different theories in various communication situations and practices with professional competence for knowledge and skills development pursuant to SDG # 4 (Quality Education)
ICT Competent	Develop graduates who can use or generate ICT's efficiently and effectively	To produce graduates who are: Communication specialists who are highly capable of utilizing and maximizing the use of relevant information and multimedia technologies in their work and in other relevant endeavors.	Incorporate technological knowledge and expertise for deeper understanding of communication theories relevant in the digital age.
Value-laden Leaders	Produce graduates with exemplary leadership anchored in the core values of integrity, excellence and service	To produce graduates who are: Communication specialists who are ethical and socially responsible in demonstrating management and leadership skills in communication practice.	Exhibit professional ethics and standards of communication practice

I. PROGRAM : Bachelor of Arts in Communication
 II. COURSE CODE : COMM 105

III. COURSE TITLE : Communication Theory

IV. COURSE CREDIT : 3 units

V. PRE-REQUISITE: COMM 101 (Introduction to Communication Media)

VI. COURSE DESCRIPTION: The course introduces the students to the history, theories, principles and processes related to descriptive cataloging. This is mainly a lecture type of class with hands on activities for description of materials using AACR2r MARC 21 and RDA. This also discusses specific database design concepts relating to the structure of FRBR and RDA.

VII. COURSE COVERAGE

LEARNING OUTCOMES (LOs)	CONTENT	TIME FRAME	TEACHING AND LEARNING EXPERIENCES	ASSESSMENT	REFERENCES/ INSTRUCTIONAL MATERIALS
At the end of the orientation, the students should be able to: 1. Become familiar with the policies, rules and regulations in the lecture and laboratory classes including the computation of their grades. 2. Be familiar with the coverage of the course and the requirements. 3. Explain the vision, mission, goals and objectives of LNU and CAS. 4. Relate the objectives of the Program.	I. Course Orientation 1.1 Course Objective 1.2 Course Requirements 1.3 Grading System 1.4 Course Learning Plan	Week 1	<ul style="list-style-type: none">• Virtual Discussion• Sharing of experiences• Leveling of expectations about the course	<ul style="list-style-type: none">• Question and Answer (Q & A) in Zoom/Google Meet platforms	<ul style="list-style-type: none">• Copy of the course syllabus
At the end of the lesson, the students should be able to: a) Discuss the meaning of Communication Theory b) Map the history of	2.0 Introduction to Communication Theory as a Field 2.1 Historical Background of Communication Theory as a Field A. Multidisciplinary Origins	Week 2-4	Lecture-discussion Individual reporting Virtual dialogues Break-out sessions in zoom meetings focusing on	Recitation Quizzes Reports	<ul style="list-style-type: none">• Powerpoints• Journals focusing on Gender Issues in accordance with

<p>Communication Theory as a Field</p>	<p>B. From Sterile to Eclecticism to Productive Fragmentation 2.2. Reconstructing Communication Theory as a Field A. Dialogical-Dialectical Coherence B. Constitutive Model of Communication as a Meta-model C. Communication Theory as a Meta-discourse 2.3 Models of Communication 2.4 Linear Model 2.5 Interactional Model 2.6 Transactional Model 2.7 Feedback A. Verbal Feedback B. Non-verbal Feedback C. Action Gender Responsiveness, Gender Inclusion, and Gender Equality through Communication in line with SDG #5 (Gender Inequality)</p>		<p>women empowerment, feminism, and gender expressions in the 21st century in compliance with SDG #5 (Gender Inequality)</p>		<p>SDG #5 (Gender Inequality)</p> <ul style="list-style-type: none"> • Internet • Computer/Laptop
<p>At the end of the lesson, the students should be able to:</p> <ol style="list-style-type: none"> Discuss the traditions of communication theory Analyze the complementarities and tensions within the different traditions of communication theory Apply a tradition of communication theory as an overarching 	<p>3.0 The Seven Traditions of Communication Theory 3.1 Rhetorical Tradition 3.2 Semiotic Tradition 3.3 Phenomenological Tradition 3.4 Cybernetics Tradition 3.5 Socio-psychological Tradition 3.6 Socio-cultural Tradition 3.7 Critical Tradition 3.8 Pragmatist Tradition 4.0 Quality Education through Quality Communication in accordance</p>	<p>Week 5-7</p>	<p>Class discussions Debates Virtual talk show</p>	<p>Recitations Vlogs</p>	<ul style="list-style-type: none"> • Textbook • E-books • Journal articles

theoretical underpinning in a Communication Research	with SDG #4 (Quality Education)				
At the end of the lesson, the students should be able to: a. Analyze and ponder on Critical Communication Theory from a historical standpoint b. Reflect on various historical events surrounding communication theory	4.0 Critical Communication Theories 4.1 Frankfurt School of Communication Theory 4.2 Art as Ideology 4.3 Fragmentation 4.4 Deconstruction 4.5 Hyperreality 4.6 Feminism 4.7 Historicity and Common Sense	Week 8-9	Lecture-discussion Recita	Virtual Exam Quizzes Reports Exercises	<ul style="list-style-type: none"> • Video lectures • webinars
At the end of the lesson, the students should be able to: a) Explain various cultural concepts, models, and theories in communication b) Reflect on the importance of cultural theories in understanding one's culture	5.0 Cultural Theories in Communication and Media 5.1 Ideology as False Consciousness 5.2 Marxist Ideology 5.3 Ideology and Ideological State Apparatus A. Ideological State Apparatus B. Repressive State Apparatus 5.4 Culture as Thick Description 5.5 High and Low Culture 5.6 Popular Culture 5.7 New Media 5.8 Pierce's Theory of Sign 5.9 Media Ecology 5.10 Mead's Theory of the Self 5.11 Dramaturgical Model 5.12 Social Contract Theory	Week 10-12	Lecture Recitation Group reporting	Google forms Quizzes Online Quiz	<ul style="list-style-type: none"> • Internet sources
MIDTERM					
At the end of the lesson, the students should be able to: a) Discuss structuralism b) Analyze the	6.0 Definition and Scope of Structuralism A. Global, Analytic, and Authentic Structuralism	Week 13-15	Lecture-discussion Group reporting Film Showing	Recitation Quizzes Reports Exercises	<ul style="list-style-type: none"> • Powerpoint • Textbook • Reference books • E-journals

<p>characteristics of structuralism</p> <p>c) Draw some implications of structuralism to communication theory</p>	<p>6.1 Interdisciplinary Structuralism</p> <p>6.2 Functionalism in Structuralism</p> <p>6.3 Structuralism in Media and Communication Research</p> <p>6.4 Structuralist Legacy</p>				
<p>At the end of the session, the students should be able to:</p> <p>a) Analyze poststructuralism</p> <p>b) Explain media communication theories</p> <p>c) Discuss and analyze communication theories</p>	<p>7.0 Poststructuralism & Media Communication Theories</p> <p>7.1 The Death of the Author</p> <p>7.2 Deconstruction</p> <p>7.3 Cultivation Theory</p> <p>7.4 Agenda-Setting Theory</p> <p>7.5 Uses and Gratifications Theory</p> <p>7.6 Symbolic Interactionism</p> <p>7.7 Spiral of Silence</p> <p>7.8 Libertarianism</p> <p>7.9 Framing</p> <p>7.10 Media Logic</p> <p>7.11 Media System Dependency Theory</p> <p>7.12 Elaboration Likelihood Model</p> <p>7.13 Organizational Communication Theory</p> <p>7.14 Systems Theory</p> <p>7.15 Narrative Paradigm</p> <p>7.16 Agenda-Setting Theory</p> <p>7.17 Attribution Theory</p> <p>7.18 Attachment Theory</p> <p>7.19 Actor Network Theory</p> <p>8.0 Uncertainty Reduction Theory</p>	<p>Week 16-18</p>	<p>Lecture-discussion</p> <p>Webinar Lectures</p>	<p>Database</p>	<p>• Internet sources</p>
<p>Final Exam</p>					

VIII. GRADING SYSTEM

70% Major Examinations (Mid-term and Final Examinations)
20% Recitation
10% Written Report
100% Total

IX. REFERENCES

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RUBRIC FOR EXAMINATION:

Rubric for Short Essay

	10	8	6	Score
Knowledge	Mastery of lesson application in the presentation	Average level of lesson application in the presentation	Below average level of lesson application in the presentation	
Creativity	Highly creative interpretation	Average level of creative interpretation	Below average level of creative interpretation	
Grammar	Essay is grammatically correct	Essay has minor grammatical errors	Essay has major grammatical errors.	

Prepared by:



LEONCIO P. OLOBIA, DCOMM

Instructor 1

Date: July 6, 2022

Reviewed by:

PROF. EVA L. ROSAL

Unit Chair/Program Head

Date:

Recommending Approval:

GIL NICETAS B. VILLARINO, PhD

Dean, College of Arts and Sciences

Date:

Approved by:

MA. ROCINI E. TENASAS, Ph.D.
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Date: